

# MAINE STATE LEGISLATURE

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# Public Documents of Maine:

BEING THE

ANNUAL REPORTS

OF THE VARIOUS

PUBLIC OFFICERS AND INSTITUTIONS

FOR THE YEAR

1875.

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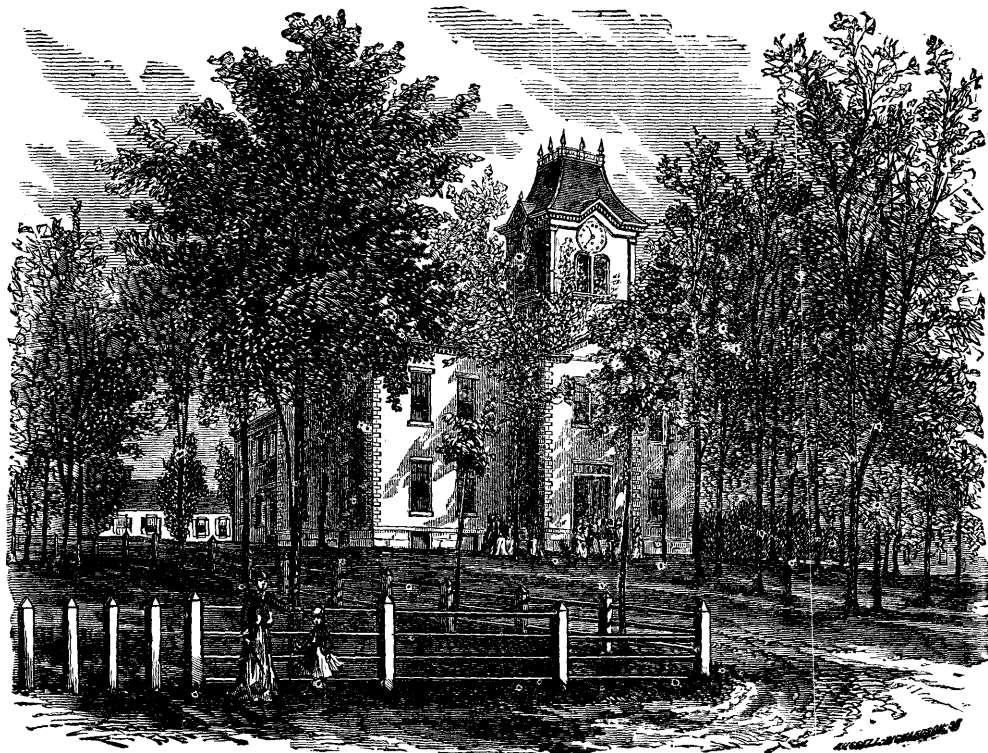
VOLUME II.

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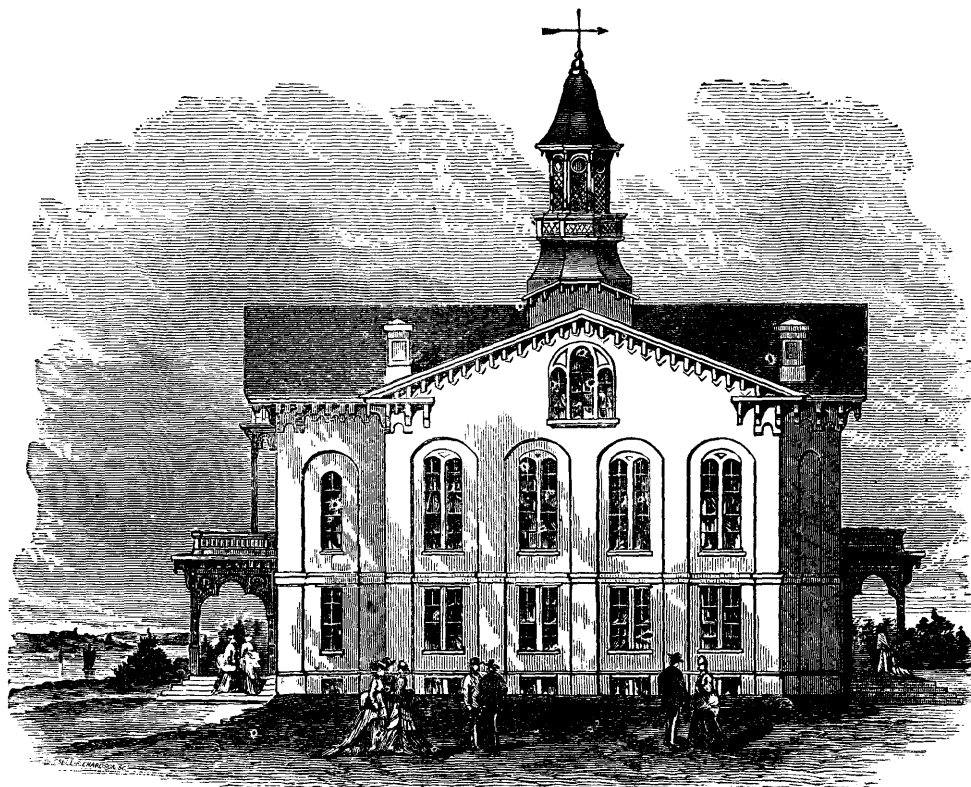
AUGUSTA:

SPRAGUE, OWEN & NASH, PRINTERS TO THE STATE.

1875.



WESTERN NORMAL SCHOOL, FARMINGTON.



EASTERN NORMAL SCHOOL, CASTINE.





TWENTY-FIRST ANNUAL REPORT

OF THE

STATE SUPERINTENDENT

OF

COMMON SCHOOLS.

STATE OF MAINE.

1874.

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“What you would have appear in the life of a Nation,  
must first be incorporated into its Common Schools.”

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AUGUSTA:

SPRAGUE, OWEN & NASH, PRINTERS TO THE STATE.

1875.



STATE OF MAINE.

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EDUCATIONAL DEPARTMENT, }  
Augusta, December 1, 1874. }

*To Governor NELSON DINGLEY, Jr.,*

*and the Honorable Executive Council:*

GENTLEMEN:—Agreeably to provisions of statute, the following report on the Common Schools of Maine for the current year is respectfully submitted.

Your obedient servant,

WARREN JOHNSON,

*State Superintendent of Common Schools.*



## REPORT.

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This report properly closes December 1, 1874, and in its general statements is intended to represent the school work, reports of Normal Schools, Teachers' Institutes, &c., for the twelve months immediately preceding the above date. The school statistics, however, embrace the period between April 1, 1873, and April 1, 1874—the regular *school* year. These statistics, tabulated from the annual returns made by the town school officers, will be found complete in the Appendix to this report. By law the returns should be made to this office prior to July 1, otherwise a loss of one-tenth of school moneys payable from the State Treasury will certainly be incurred. We are pleased to report that every city and town in the State reported in season to realize the benefit of a full apportionment by the State Treasurer—a promptness never before known in the school history of the State. The following plantations were delinquent, viz: Eagle Lake, Monhegan Isle, Lincoln, and Flag Staff—(4). The following summary is deduced from the school returns for the year ending April 1, 1874.

Returns.	1874.	1873.	Increase.
Population of State, census of 1870.....	626,915	626,915	-
Whole number of towns in the State.....	419	417	2
Whole number of plantations.....	74	80	dec. 6
Number of towns making returns.....	419	409	10
Number of plantations making returns.....	69	67	2
Whole number of scholars between 4 and 21..	225,219	225,179	40
Number registered in Summer Schools.....	122,458	116,750	5,708
Average attendance in Summer Schools.....	98,744	92,526	6,218
Number registered in Winter Schools.....	132,333	128,134	4,199
Average attendance in Winter Schools.....	108,478	103,548	4,930

## STATISTICAL SUMMARY—Continued.

Returns.	1874.		1873.		Increase.
Per centage of average attendance to whole number.....	.49		.49		-
Per centage of average to registered attendance in Summer Schools.....	.80		.79		.01
Per centage of average to registered attendance in Winter Schools.....	.82		.81		.01
Per centage of whole average to whole registered attendance.....	.81		.80		.01
Average length of Summer Schools in weeks and days, 5½ days per week.....	9w.	4d.	9w.	2d.	2d.
Average length of Winter Schools in weeks and days, 5½ days per week.....	10w.	3d.	10w.	4d.	3d.
Average length of schools for the year.....	20w.	2d.	19w.	2d.	1w.
Number of districts in the State.....	4,043		3,967		76
Number of parts of districts.....	361		347		14
Number of School Houses.....	4,199		4,083		116
Number in good condition.....	2,591		2,397		194
Number built last year.....	122		122		-
Cost of same.....	\$150,220		\$153,095		dec. \$2,875
Estimated value of all School Property.....	3,079,311		2,939,236		140,075
Number of male teachers employed in Summer.....	161		140		21
Number of male teachers employed in Winter.....	1,928		1,904		24
Number of female teachers employed in Summer.....	4,366		4,094		272
Number of female teachers employed in Winter.....	2,367		2,327		40
Number of teachers, graduates of Normal Schools.....	294		284		10

## STATISTICAL SUMMARY—Concluded,

Returns.	1874.	1873.	Increase.
Average wages of male teachers per month, excluding board.....	\$36 17	\$34 28	\$1 89
Average wages of female teachers per week, excluding board.....	4 05	3 79	0 28
Average cost of teachers' board per week ....	2 32	2 31	0 01
Amount of school money voted .....	673,314	625,618	47,696
Excess above amount required by law .....	187,782	149,953	37,829
Amount raised per scholar .....	2 90	2 77	0 13
Total amount received from State Treasury from April 1, 1873, to April 1, 1874.....	367,009	229,272	137,737
Amount derived from local funds .....	17,334	17,409	dec. 75
Total amount actually expended for public schools from Apr. 1, 1873, to Apr. 1, 1874.	* 951,773	* 784,731	177,042
Amount paid for tuition in private schools, academies and colleges in the State.....	43,152	52,869	dec. 9,717
Amount paid for the same out of the State...	8,119	11,249	dec. 2,130
Amount expended for repairs, insurance, fuel, &c.....	123,840	93,897	29,943
Amount expended to prolong schools.....	10,462	10,687	dec. 225
Amount paid for school supervision .....	28,540	25,943	2,597
Aggregate amount expended for schools.....	1,191,712	1,147,242	44,470
Amount of permanent school fund.....	369,883	319,273	50,610

\* Returns incomplete.



## FISCAL STATEMENT.

Remarks.	1874.	1873.
Raised by municipal taxation for current school expenses ..	\$673,314	\$625,618
New school-houses.....	150,220	153,695
Private tuition in and out of the State.....	52,271	64,118
To prolong schools.....	10,462	12,687
To pay for school supervision.....	28,540	25,913
Appropriation for Teachers' Institutes .....	4,000	4,000
Appropriation for Normal Schools.....	12,000	18,500
Cost of Free High Schools.....	98,632	83,524
Expense of Annual Report, (7,000 copies).....	3,500	3,500
Salary of Superintendent, \$1,800; Clerk, \$1,200.....	3,000	3,000
Traveling expenses, \$500; postage, \$300 .....	800	800
Derived from local funds.....	17,334	17,409
Derived from Savings Bank tax.....	142,068	131,293
Derived from School Mill tax.....	224,570	224,157
Interest on permanent school fund.....	19,558	19,156
Aggregate expended for current public school purposes.....	1,237,778	1,162,459

## SCHOOL MONEYS.

The following statement exhibits the school revenues available for the year 1874, indicating very nearly the cost of our public schools for one year.

1. Town tax ( 80 cents per capita ) .....	\$673,314
2. State school mill tax.....	224,540
3. Savings bank tax.....	142,068
4. Interest from school fund .....	19,558
5. Proceeds from local funds.....	17,334
6. Voluntary local taxation to prolong schools...	10,462

Making .....	\$1,087,306
To which add expended for local supervision. ....	28,540
“ “ State supervision .....	3,800
7,000 copies Annual Report.....	3,500
Normal Schools, ( general appropriation ).....	12,000

Teachers' Institutes.....	\$4,000
Free High Schools.....	98,632
New school-houses.....	150,220
<b>Total.....</b>	<b>\$1,387,998</b>

From this gross expenditure deduct cost of new school-houses ( permanent investment )..... 150,220

Current expenses equal..... \$1,237,778

Per centage of same on State valuation.....	.05
Per capita population ( 626,915 ).....	1.97
“ “ whole number of scholars ( 225,219 )..	5.49
“ “ average attendance ( 110,357 ).....	11.21

Of the foregoing moneys it will be seen that the State Treasurer receives by taxation and apportions to the several towns the following sums :

Mill-tax fund.....	\$224,540
Savings Bank tax.....	142,068
Interest on permanent school fund.....	19,558
<b>Total.....</b>	<b>\$386,166</b>

The apportionment as now made gives for

Each scholar ( 225,519 ) .....	\$1 71
Each average attendance ( 110,387 ).....	3 48

The present method of apportionment by the State Treasurer is indicated in the following extract from the School Laws :

SECT. 92. The treasurer shall, immediately after the first day of July, apportion to the towns all state school funds for the year, according to the list of children furnished by the superintendent of common schools, as provided in section seventy-four. The number of scholars belonging to a town from which a return has not been received, shall be reckoned by taking the number used as the basis of the last apportionment, and deducting all scholars set off to other towns, or incorporated into a new town within a year, and one-tenth of the remainder, and the residue shall be the basis of the new apportionment. Immediately after making the apportionment, the treasurer shall notify each town of its proportion; which shall not be paid to any town until its return is made to the superintendent of common schools.

I regard this plan as objectionable for two reasons,—first, the distribution of this large sum is based on the number of children

between four and twenty-one years of age *in school* and *out of school*—that is, the award is for the number of children in *town*, not for the number in *school*; second, the award thus fails largely as an inducement to extra educational effort on the part of towns; and third, the method is unfair, in that two towns with the same census number of children but with different school attendance or enrolment, receive like gratuities from the State. The following comparison, taken from the returns of 1874, will best illustrate the objection made to the present plan of apportionment.

TOWNS.	Census Scholars.	Average number in School.	Receives from State.	Cost to State for each Pupil.
Lewiston .....	6,279	1,854	\$9,577	\$5 17
Livermore.....	460	262	817	3 12
Wales.....	173	107	272	2 51
Lisbon .....	723	354	1,125	3 18
Fort Fairfield.....	912	480	1,487	3 10
Fort Kent.....	582	115	946	8 20
Frenchville.....	932	261	1,563	5 99
Grand Isle .....	323	51	573	11 20
Pownal.....	303	188	764	4 12
Gorham.....	1,069	351	1,871	5 33
Tempo .....	191	110	344	3 13
Farmington.....	1,041	402	1,616	4 02
Baileyville.....	177	145	282	1 94
Cherryfield.....	737	370	1,166	3 15
Eastport .....	1,656	426	2,759	6 48

From the foregoing table, representing extreme, but actual instances, it is very evident that the towns do not all educate alike in point of numbers, and that in some cases where they need education the most, the least efforts are made, while the State distributes her benefactions equally, but not justly, as it appears to me. Take the two neighboring towns of Frenchville and Grand Isle. The former is making fair efforts to secure the school

attendance of her youth. Each pupil thus enrolled costs the State \$5.99 annually. The latter town evidently has not yet imitated the worthy example of her neighbor, and educates less than one-sixth of her children at an average annual cost to the State of \$11.20 for each pupil. Compare Eastport and Cherryfield, towns of intelligence and wealth on the coast, and in the same county; the former receives twice as much as the latter in proportion to the number educated. Allusion has been made to this matter of State apportionment of school moneys in my report for the last two years, and it still seems to me a subject worthy the consideration of our legislators. The basis of apportionment should be the *different number of pupils enrolled* in school within the school year, counting as enrolled pupils only those who attend school at least *three consecutive weeks*. This enrolled number can easily be obtained from the teachers' registers which are required to be returned to the Superintending School Committees by the teachers before the latter are entitled to their wages. In addition to this, and to verify the result obtained by the foregoing method, the annual census now required to ascertain the "number," "names" and "ages" of all persons in town between four and twenty-one years of age, should embrace "number of weeks attended school, public or private, the past year," and, certified to under oath, should constitute a part of the school returns now made annually to the State Superintendent of Common Schools. This census should be one of the prescribed duties of the town Selectmen or Assessors, thus making the enumeration somewhat more reliable than at present. By this plan the State will place her gratuities for education in the towns where efforts are made to render the people *intelligent*, not to keep them *ignorant*; and the pecuniary inducements thus offered may possibly obviate the growing necessity for any law of "compulsory attendance." The candid attention of our legislators is most respectfully called to this subject.

## NORMAL SCHOOLS.

## REPORT OF NORMAL SCHOOL TRUSTEES.

PORTLAND, Dec. 1, 1874.

HON. WARREN JOHNSON,

*State Superintendent of Common Schools:*

In compliance with Art. 3d, By-Laws of the Board of Trustees of the Normal Schools of Maine, the Secretary respectfully submits the following report.

According to the reports submitted to me by the Principals of the Schools, Prof. C. C. Rounds of the Western School, and Prof. G. T. Fletcher of the Eastern School, it appears that both of these training schools have been in a prosperous condition the past year. The examinations of these schools made by the Trustees at their regular visitations, and also by the Inspectory Committees, confirm the opinion that these institutions are not only doing well the work assigned to them by the State, but that they may properly be classed among the indispensable agencies in our public school system, and thus deserve ample benefactions from the Legislature, and the confidence and patronage of the people.

The school buildings, although not so expensive in their original cost as many other Normal School structures in other States, meet our wants very well. The equipments in apparatus, libraries, cabinets, &c., are not yet sufficient. The grounds should be suitably graded and enclosed with iron fences. Appropriations for these purposes are earnestly recommended. The sum of \$3,000 is suggested as a special appropriation. The present current expenditures for salaries, fuel, repairs, &c., amount to \$12,000. The sum of \$15,000, therefore, is asked for to meet the wants of the two schools for the year 1875. For particulars in reference to number of pupils, graduates, teachers, and to all minor matters, reference is made to accompanying reports of Principals.

The third year, or "past-graduate" course, contemplated by act of Legislature last winter, has not yet been established, first, because the Trustees were not agreed as to *what* the third year course should embrace, and second, no appropriation was made by the Legislature to meet the extra expense of the same. Further action by the Legislature is requested.

Model, or Practice Schools, for primary work, are now maintained in connection with both schools, the one at Castine—Eastern School—having been established the past year. We

regard these as invaluable elements in our training schools. The student-teacher here has an opportunity of showing what he can do with the principles or theories acquired in the Normal School proper. The Model Schools are supported one-half by the State, and one-half by the citizens of Farmington and Castine respectively. We heartily approve the plan of "Practice Schools" in connection with our Normal Schools, and are pleased to find this approval confirmed by the fact that some of our larger towns and cities are adopting this feature in connection with their public schools.

The organization of the Board for the past year has been as follows :

*President*—His Excellency the Governor.

*Treasurer*—Warren Johnson.

*Secretary*—Stanley T. Pullen.

*Finance Committee*—The Governor, J. H. Hanson, Sumner A. Patten.

*Castine Inspectory Committee*—Warren Johnson, J. W. Dresser, Sumner A. Patten.

*Farmington Inspectory Committee*—Warren Johnson, A. H. Abbott, J. H. Hanson.

*Executive Committee*—Stanley T. Pullen, A. H. Abbott, J. W. Dresser.

The reports of the Treasurer and Principals are herewith respectfully submitted.

Yours very truly,

STANLEY T. PULLEN, *Secretary*.

#### TREASURER'S REPORT.

*To the Board of Trustees of Normal Schools :*

Gentlemen :—The Treasurer of your Board respectfully reports that no moneys have been received by him during the past year on account of Normal Schools. All bills for salaries, fuel, and current expenses, have been simply presented to him as in the past years for his examination and approval, and then transmitted to Governor and Council for further examination, and for payment. As no returns are made to me by Governor and Council of bills allowed or disallowed, I am unable to report the exact expenditures in the interest of the Normal Schools for 1874.

Respectfully yours,

WARREN JOHNSON, *Treasurer*.

STATE NORMAL SCHOOL,  
Farmington, Me., Nov. 7, 1874. }

HON. STANLEY T. PULLEN,

*Secretary Board of Trustees of Normal Schools of Maine :*

I have the honor of submitting the report of the Western State Normal School required by the Board of Trustees for the school year 1873-4.

The number of pupils in attendance for the Fall term was 95 ; for the Spring term, 132.

The school year is divided into two terms, and the school is organized in four classes, a class being admitted each term. At the close of each term a class is graduated.

The course of study, arranged by terms, is as follows :

FIRST YEAR. *First Term*—Arithmetic begun, Geography, Physiology ( half term ), Natural Philosophy, Penmanship. *Second Term*—Grammar, Book-Keeping ( half term ), Algebra ( half term ), Chemistry, Botany ( Spring term ), History.

SECOND YEAR. *First Term*—Arithmetic completed, Geometry ( half term ), English Literature, Mental Philosophy, Didactics, Practice in Training School. *Second Term*—Mechanics, Astronomy, Physiology ( half term ), Didactics, Practice in Training School.

Teaching Exercises, Reading, Spelling, English Composition, Drawing and Vocal Music, through the course.

The following text-books were used during the year :

Arithmetic, Dana P. Colburn ; Physiology, Hutchinson ; Geography, Fay ; Geometry, Olney ; Readers, Hillard, Sargent, Wilson, National ; Natural Philosophy, Norton ; Botany, Gray's How Plants Grow ; U. S. History, Eliot ; Algebra, Loomis ; Chemistry, Eliot and Storer, Nichol's Abridgement ; English Literature, Day's Introduction, and Taine's History of English Literature ; Astronomy, Loomis ; Didactics, Rosenkrantz's Pedagogics, translated by Miss Anna C. Brackett, Dittes' Intellectual Education, translated by Hailman, Wickersham's School Economy, and oral instruction. Grammar and Mental Philosophy are taught orally.

For fuller information in regard to the professional work of the school, I refer to the following statement of the object of the Normal Schools, as defined in the school law, and of the means and methods in use for the accomplishment of that object. A

longer course would enable us to give more attention to professional training.

*Object.* The thorough training of teachers for their professional labors.

*Means*—1. Such an organization of the school as illustrates the working of thoroughly graded Grammar and High Schools.

2. A Primary Model and Training School, illustrating the best methods of Primary School organization and instruction.

3. Excellent apparatus, recently purchased, for illustration of the various branches of science, and for the practical training of pupils in the care and use of apparatus.

4. A library of works in various departments of science and literature, carefully selected to cultivate the taste and guide the researches of members of the school.

5. A Teachers' Association, comprising the entire membership of the school, meeting one-half day of each week.

*Methods*—1. Thorough instruction in the branches of study included in the course, with special reference to modes of teaching the same.

2. Cultivating, by modes of class work adopted, the skill in the use of apparatus and the facility in illustration, the self reliance, the power of logical thought and of easy and correct expression, and the style of address necessary to the successful teacher.

3. Preparation of essays upon educational subjects, and discussion of educational questions in the Teachers' Association.

4. Careful study of mental philosophy in its applications to self-culture and to education.

5. Study of the history and theory of education, and of modes of school organization, discipline and instruction.

6. Practice in conducting recitations, and in giving oral lessons before classes and before the school, under the direction and criticism of teachers.

7. Practice in teaching in the Primary Training School during the last year of the course, under the instruction and criticism of the teacher of the Training School, and of the Normal School teachers.

During the Fall term a library of some 500 volumes of carefully selected works, and quite a good philosophical and chemical apparatus, were purchased. Some pieces of apparatus, especially a microscope, a telescope, and a spectroscope, we still need, and also better accommodations for chemical manipulation. Some



departments of the library are quite incomplete. It is very desirable that provision be made for its regular increase. If no other means can be devised, I would suggest that a small library fee be required of each pupil each term.

In two of our school-rooms more steam radiators are needed, as the present heating surface is not sufficient for severe weather. Aside from this the furniture is sufficient, and as well as the building, in good condition. An attempt was made last year to enclose the school grounds. A wall, furnishing a good foundation for an iron fence, was built on two sides of the lot, a hedge was set on the other two sides, and there the work stopped. Cattle can easily step over the wall; the hedge is liable to be trampled by them, and has thus been injured. The fence should be completed, so as to protect the grounds and hedges.

At the close of the last year, the school completed the first decade of its existence. During these years nearly 1,000 young men and young women have been connected with the school, and 198 have graduated from the complete course. The question has sometimes been raised whether the State receives returns in service such as to justify the expense of maintaining the Normal Schools. Circular letters of inquiry were sent out to former members of this school, and to a large portion of these, replies have been received. From replies received from the members of the eleven classes which have here graduated, we gather the following facts:

Total number in classes.....	183
Number who report.....	130
Number years taught in Maine.....	298½
Number years taught in other States.....	68
Total number of years taught.....	366½
Average number years taught in Maine.....	2.20
Number still teaching.....	87

Sixty-six  $\frac{1}{3}$  per cent. of those reporting are still teaching; 6 of these are still at school, and 2 have died. Eighty-two per cent. of graduates reporting, of four years standing or less, are teaching or attending school. Although in this statement are included reports from forty-one who had graduated within less than two years of the date of the report, it will be seen that the pledge of two years' service in the State is more than kept, and this fact becomes still more evident upon examining the reports of the earlier graduating classes.

The returns received from graduates have been tabulated apart from those received from others, and comparison shows that while a decided majority of the graduates of the school are still teaching in the State, and in very many cases in permanent and influential positions, an equally decided majority of those who have but partially completed the course have left teaching for other callings. It also appears that but few of those who have not completed the course have ever attained good positions in graded schools. It is difficult to estimate the influence exerted in the State during the past ten years by so many teachers as have gone out to their work from this school, but it is evident that vastly larger results, as regards the individual labors of the teacher and his personal influence in behalf of educational improvement, are accomplished by one who gives to the work the best years of his life, than by one who, after the expiration of a few months, leaves a business which has not become a profession ; and that that organization is best which most encourages pupils to complete the course. We should aim at completeness of results, rather than at mere numbers in attendance. *Time* is needed for the attainment of that professional training which it is the design of the Normal School to impart. The Teachers' Institute and the Normal School are very distinct agencies, and methods appropriate to the one are quite unfit for the other.

Two changes in the present regulations of the school I consider of vital importance.

1st. The law now admits ladies at 16 ; gentlemen at 17. Experience has shown that this distinction is very unwise, and that the age of 17 at least should be required of all alike.

2nd. Every pupil should be required, as a condition of entering the school, to declare his intention of remaining through the first term. Discredit is often brought upon the school, and prejudice excited against it, by the unsatisfactory work of those who have attended it long enough to gain the name of member of the Normal School, but not long enough to comprehend its methods nor to become imbued with its spirit. On the other hand, some of our best pupils, before entering, make arrangements to leave before the close of the term, arrangements which they would not have made had they understood the importance of remaining through the term, and which they wish to change, but cannot. There is much greater probability of a pupil's returning to the school if he has completed his first term, than if he has left before its close.

The division of our school year into two terms instead of three, as formerly, has tended very much to cure this evil of irregular attendance, and a positive rule of the kind proposed would now keep very few pupils from entering the school. So much the State should require in self defence.

I would urge again the importance of a larger and more advanced course of study for those pupils who can avail themselves of its advantages. It is to be hoped that our State will soon take this advance step, and thus bring its Normal Schools up to the standard which has been adopted in so many other States.

It gives me pleasure, in closing, to speak in the highest terms of commendation of the earnest, devoted work of the pupils of the school, and of the teachers associated with me during the year.

I regret to state that at the close of the year Miss Etta Kilbreth resigned the position which she had so successfully filled as Teacher of the Model School, to take the advanced course at the State Normal School, Bridgewater, Mass. ; and that at the close of the year, we also lost the valuable services, as an Assistant Teacher, of Mr. J. W. Stetson.

Respectfully submitted.

C. C. ROUNDS, *Principal.*

STATE NORMAL SCHOOL, }  
Farmington, Me., Dec. 1, 1874. }

To HON. WARREN JOHNSON,

*Superintendent of Common Schools :*

I have the honor of submitting the annual report of this School for the year ending July 2, 1874.

Our school year consists of thirty-eight weeks, divided into two terms, with a recess of one week at the middle of each term.

The attendance for the year, by classes and terms, was as follows :

FALL TERM.

A Class .....	5
B " .....	15
C " .....	22
D " .....	55

Total for the term..... 97

## SPRING TERM.

A Class .....	15
B " .....	15
C " .....	28
D " .....	74

Total for the term..... 132

I present an abstract of our School register for the year, showing the ages, the dates of entering, dates of leaving, and number of days present, of pupils in attendance during the year :

## FALL TERM, 1873.

A CLASS.	Ago.	Date of Entering.	Date of Leaving.	Days Present
Gardner, Emma G .....	21	Aug. 26...	Jan. 16....	93
Gill, Sarah .....	20	do .....	do .....	86½
Thoms, Helen C.....	23	do .....	Sept. 5 .....	9
Case, John E.....	17	do .....	Jan. 16....	94½
Craig, Fred W.....	18	do .....	do .....	95
B CLASS.				
Bucknam, Georgia P.....	19	Aug. 26...	Jan. 16....	87½
Eaton, Lizzie W .....	19	do .....	do .....	94½
Furbush, Jennie S.....	24	do .....	do .....	90½
Giddings, Lizzie M.....	21	Sept. 8 .....	do .....	85½
Haynes, Lovina H.....	22	Aug. 20....	do .....	95
Leighton, Mary T.....	21	Aug. 28....	do .....	90
Lyde, Lottie.....	18	do .....	Oct. 31....	45½
Parsons, Ellen M.....	26	do .....	Jan. 16....	88½
Roberts, Lizzie M.....	20	do .....	do .....	94½
Townsend, M. Augusta .....	24	do .....	do .....	90½
Turner, Lucia A.....	16	do .....	do .....	93
Bradbury, James O.....	23	do .....	Oct. 31....	48½
Tufts, Clinton D.....	22	do .....	do .....	93½
Winter, John C.....	18	do .....	do .....	49
Stevens, Arno B.....	18	do .....	Dec. 5 .....	68
C CLASS.				
Brown, Lizzie M.....	16	Aug. 21....	Jan. 16....	81
Clifford, Annie M.....	20	Aug. 27....	Nov. 1 .....	45½
Collins, Rose B .....	18	Aug. 26....	Oct. 7 .....	29½
Curtis, Rosetta A .....	19	do .....	Oct. 13 .....	34
Ellis, Georgia A.....	18	do .....	Jan. 16....	90½
Howard, Lydia A .....	16	do .....	do .....	80½
Lyde, Louisa .....	18	do .....	do .....	93
McGaffey, Emma C.....	22	do .....	Dec. 24....	46½
Merrill, Francena.....	17	do .....	Jan. 16....	28½
Prescott, Helena T.....	21	do .....	Dec. 25....	64½
Prescott, Nellie A.....	21	do .....	Jan. 16....	88½
Small, Emma S.....	25	do .....	do .....	77
Stiles, May E.....	19	do .....	do .....	94
Stowers, M. Adelaide.....	18	do .....	do .....	93
Thomas, Clara B.....	16	Sept. 1 .....	Oct. 31....	45
Woodard, Clara M.....	17	Aug. 26....	Jan. 16....	15
Wyman, Martha B.....	19	Sept. 1 .....	do .....	81½
Drew, William J.....	17	Aug. 26....	do .....	95
Luce, John R.....	19	do .....	do .....	95½
Taylor, Floriman J.....	18	do .....	do .....	87
Turner, George H.....	18	do .....	do .....	95
Tuttle, Thomas E.....	20	do .....	Oct. 31....	49

FALL TERM, 1873—*Concluded.*

D CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Adams, Addie B.	18	Aug. 26	Sept. 22	90½
Baker, Ellen M.	21	do	Jan. 16	94
Banton, Carrie	17	do	do	78½
Blanchard, Loretta	17	Sept. 1	Dec. 22	71
Brookings, Sarah R.	21	do	Nov. 3	49
Butler, Ella S.	18	do	Jan. 16	94½
Case, Sarah J.	16	do	Sept. 22	15
Chapman, Vesta A.	17	do	Jan. 16	92
Clark, Lila S.	18	do	do	95
Clendennin, Maggie	22	Aug. 28	do	76½
Collins, Stella B.	17	Aug. 26	do	87
Corliss, A. Diantha	19	do	Oct. 13	29
Crabtree, Minnie	19	Aug. 29	Jan. 16	91
Crosby, Nelia T.	18	Aug. 26	Nov. 25	51
Estes, F. Emma	17	Aug. 28	Jan. 16	88
Frazier, Olive A.	16	Aug. 26	do	91
Gates, Vesta P.	22	do	Dec. 22	71
Goding, Martha E.	16	do	Jan. 16	91
Gould, H. Jennie	20	do	do	76
Hanaford, Emma	17	do	do	84½
Harrington, Ella M.	18	do	do	91½
Hayden, Addie F.	18	Aug. 27	do	93
Hunter, Clara B.	20	Aug. 26	Oct. 20	36½
Jones, Hannah S.	17	do	Jan. 20	95
Jones, Mira C.	25	do	do	91½
Kenney, Mary	22	do	Nov. 3	43
Libby, Abbie A.	17	do	do	46
Lovejoy, Hattie B.	18	do	Jan. 16	93½
Metcalf, Nellie C.	21	Aug. 27	Oct. 27	43½
Morrow, Olive H.	.....	Sept. 1	Oct. 31	26½
Norcross, Martha E.	20	Aug. 26	Jan. 16	95
Osborne, Hannah E.	18	do	do	95
Packard, Lizzie A.	16	do	do	94
Potter, Sadie S.	17	do	do	93
Powers, Rosamond L.	17	do	Dec. 25	80
Prescott, Alice A.	16	do	Jan. 16	87½
Richmond, Eva M.	18	Sept. 1	do	90
Roberts, Eva H.	18	Aug. 26	do	79
Sandford, Lilla M.	17	do	do	95
Savage, Melissa	18	Sept. 29	do	67
Soule, Mahala P.	21	Aug. 26	do	74½
Sullivan, Florence J.	18	do	do	83½
Titcomb, Lizzie W.	16	do	do	93½
True, Annie P.	21	do	Nov. 25	61
Weare, Helen G.	22	do	Oct. 31	49
Willard, Lizzie M.	18	do	Jan. 16	95
Williamson, Georgia E.	16	do	do	94
Woodard, Fannie	15	do	Oct. 31	49½
Dixon, Fred L.	17	do	Dec. 5	68
Haines, Stephen	21	do	do	92½
Hussey, Burt S.	21	do	Oct. 31	48
Piper, Albert A.	18	do	do	48
Sawyer, Henry F.	17	Sept. 1	do	45
Savage, Milton	21	Sept. 29	Jan. 16	71
Shaw, William C.	.....	Aug. 26	do	13½

## SPRING TERM, 1874.

A CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Bates, Helen N.....	18	Feb. 24....	July 3 ....	81
Bucknam, Georgia P.....	20	do .....	do .....	84
Eaton, Lizzie N.....	20	do .....	do .....	84½
Furbush, Jennie S.....	24	do .....	do .....	81
Giddings, Lizzie M.....	21	do .....	do .....	77
Haynes, Lovina H.....	23	do .....	do .....	84½
Howard, Henrietta.....	20	do .....	do .....	84
Leighton, Mary E.....	22	do .....	do .....	84
Parsons, Ellen M.....	26	do .....	do .....	84
Roberts, Lizzie M.....	21	do .....	do .....	81½
Thome, Helen C.....	24	do .....	do .....	81½
Townsend, Mary A.....	25	do .....	do .....	85
Turner, Lucia A.....	17	do .....	do .....	82
Bradbury, James O.....	24	do .....	do .....	85
Tufts, Clinton D.....	22	Mar. 23....	do .....	66
B CLASS.				
Brown, Lizzie M.....	17	Feb. 24....	Apr. 22....	35½
Ellis, Georgia A.....	19	do .....	July 3 ....	79½
Haines, Juliette C.....	22	do .....	do .....	85½
Lyde, Lottie.....	19	do .....	do .....	81
Lyde, Louisa.....	19	do .....	May 4 ....	40½
McGaffey, Emma C.....	23	do .....	July 3 ....	69
Prescott, Helena T.....	22	do .....	Apr. 20....	33
Prescott, Nellie E.....	22	do .....	July 3 ....	81½
Small, Emma S.....	25	do .....	May 4 ....	40
Stowers, M. Adelaide.....	19	do .....	July 3 ....	82½
Wyman, Martha B.....	20	do .....	do .....	82
Drew, William J.....	17	do .....	do .....	85½
Luce, John R.....	20	do .....	do .....	83
Taylor, Floriman J.....	19	do .....	May 4 ....	42½
Winter, John C.....	19	do .....	July 3 ....	84½
C CLASS.				
Butler, Ella S.....	18	Feb. 24....	July 3 ....	83½
Clark, Lila S.....	18	do .....	do .....	86
Collins, Stella B.....	17	do .....	do .....	78½
Harrington, Ella M.....	18	do .....	do .....	80½
Hayden, Addie F.....	18	do .....	do .....	85
Holden, Georgia R.....	21	do .....	do .....	84½
Howard, Lydia A.....	16	do .....	Apr. 30....	15
Jennings, Clara A.....	16	do .....	July 3 ....	85½
Jones, Mica C.....	25	do .....	do .....	86
Lovejoy, Hattie B.....	18	do .....	May 4 ....	39½
Merrill, Francena.....	18	do .....	Mar. 12....	9
Norcross, Martha B.....	20	do .....	July 3 ....	85
Norton, Addie F.....	17	do .....	do .....	83
Osborne, Hannah E.....	18	do .....	do .....	85
Packard, Lizzie A.....	16	do .....	do .....	85
Potter, Sadie L.....	17	do .....	do .....	83
Richmond, Eva L.....	18	do .....	do .....	86
Sandford, Lilla M.....	17	do .....	do .....	84½
Soule, Mahala P.....	21	Mar. 23....	May 4 ....	19
Sullivan, Florence.....	18	Feb. 24....	Apr. 13....	34
Titcomb, Lizzie W.....	16	do .....	May 4 ....	39½
Vaughn, Eva B.....	18	do .....	July 3 ....	85½
Willard, Lizzie M.....	18	do .....	do .....	78
Woodard, Clara M.....	17	do .....	do .....	85
Donovan, John.....	18	do .....	do .....	86
Haines, Stephen.....	21	do .....	do .....	85
Knapp, Bradford A.....	17	do .....	do .....	76½
Tuttle, Thomas E.....	21	do .....	do .....	86

## SPRING TERM, 1874—Continued.

D CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Andrews, Carrie	16	Feb. 24	July 3	86
Blunt, Carrie	17	do	do	83½
Bumpus, Mary E	16	do	do	75½
Burbank, Annie L	16	do	May 4	42½
Butler, Josie H	18	do	May 18	48
Chandler, Alice M	19	do	July 3	84
Clark, Bessie D	17	do	do	85½
Clendenin, Maggie C	22	do	June 1	53½
Davies, Ida M	22	do	May 22	35½
Dodge, Emma H	16	do	June 23	70
Dollif, Sarah E	18	do	May 18	36
Dresser, Ida J	16	do	July 3	83
Ellis, Lizzie R	19	do	do	79½
Elwell, Mabel	19	do	May 4	42½
Fletcher, Ellen F	26	do	July 3	85
Foss, Lillian M	16	do	do	83
Gibbs, Statira E	16	do	do	85½
Gibbs, Susie H	19	do	May 4	42½
Gordon, Delphina E	24	do	July 3	86
Gould, H. Jennie	23	do	do	79
Guptill, Nellie M	20	do	May 4	33½
Hanaford, Emma B	16	do	July 3	81½
Harris, Minnie A	16	do	Apr. 13	32
Hayden, Kittie L	16	do	July 3	85½
Heath, Emma O	18	do	do	86
Holmes, Isabel A	.....	do	do	84
Jones, Alice P	20	do	do	81½
Jordan, Dora M	19	do	Apr. 17	36
Kelley, Vesta M	17	do	July 3	82½
Kinsman, Maggie E	16	do	May 28	56
Lindsey, Mary K	.....	do	July 3	84½
Mansur, Alice C	16	do	May 25	52½
McCollister, Mellie H	28	do	July 3	84
McGaffey, Florence	16	do	do	71½
McGinley, Mary E	23	do	June 5	62½
Morrill, Gertrude F	21	do	July 3	83
Mosman, Helen M	17	do	do	83
Murdock, Lizzie M	17	do	May 4	43
Oliver, Emma J	16	do	Apr. 20	38
Page, Emma J	19	do	July 3	81
Parkhurst, Mary E	.....	do	do	86
Perkins, Eva M	16	do	Apr. 17	37
Pottle, Francena S	.....	May 5	July 3	44
Prescott, Alice A	16	Feb. 24	do	82½
Princo, Mary E	19	do	Jan. 25	54
Richards, Hannah A	24	do	May 6	44½
Rounds, Agnes L	13	do	July 3	61
Savage, Melissa	18	do	do	85
Simpson, Mary E	17	do	do	86
Soule, Lucy C	.....	do	Jan. 1	62
Weston, Carrie M	18	do	July 3	85½
Weston, Lizzie F	21	do	do	85
Woodard, Fannie	.....	do	do	85
Bailey, Holmes H	19	Feb. 24	July 3	84½
Baker, Amos L	22	do	do	85½
Dyer, Henry S	.....	do	June 8	64
Dyer, Milton B	21	do	July 3	86
Eveleth, Charles A	18	do	do	83
Gibbs, Frank E	21	do	do	84
Hatch, William H	18	do	do	85
Hewey, Gasalton B	20	do	do	85
Jordan, Charles S	18	do	do	85½

SPRING TERM, 1874—*Concluded.*

D CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Lovejoy, Melvin W.....	20	Feb 24....	May 4 ....	40
Lowe, Manley E.....	20	do ....	July 3 ....	77½
Milliken, William H.....	17	do ....	do ....	85½
Norton, George W., 1st.....	19	do ....	Apr. 13....	33½
Norton, George W., 2nd.....	18	do ....	June 1 ....	60½
Perley, Charles E.....	17	do ....	do ....	59½
Savage, Milton.....	21	Mar. 9 ....	July 3 ....	71½
Smith, Charles W.....	19	Feb. 24....	do ....	84½
Staples, Horace G.....	18	do ....	Apr. 13....	34
Stetson, Charles H.....	19	do ....	July 3 ....	85
Stiles, George S.....	21	do ....	do ....	82
Thome, Eben N.....	16	do ....	do ....	83½

At the close of the year for which this report is made, Miss Etta Kilbreth, Teacher of the Model School, resigned the position which she had so ably filled. Mr. J. W. Stetson, after a successful service of nearly one year as an Assistant Teacher in the Normal School, also resigned. The place of Mr. Stetson is now filled by Miss Lottie E. Caldwell, a graduate of the Cincinnati Normal School. Miss Helen C. Smith, a graduate of the Oswego Normal School, was employed as Teacher of the Model School. At the end of five weeks she was suddenly called home by the illness of a brother, and in consequence of her own illness was unable to return. Miss Caldwell took her place for a few weeks, and the position is now filled by Miss Anna V. Hunt, a graduate of this school.

The number of pupils in attendance the present term is 104.

For other statements in regard to the school, I would refer to my report to the Secretary of the Board of Trustees.

Respectfully submitted.

C. C. ROUNDS, *Principal.*

STATE NORMAL SCHOOL, }  
Castine, Me., Nov. 1, 1874. }

HON. STANLEY T. PULLEN,

*Secretary Board of Trustees:*

I submit my annual report of this school. The number of pupils in attendance during the Winter term of 1873-74, was fifty-eight; number of classes, four. Number of pupils attending the Spring term of 1874, one hundred and thirty; number of classes, five. Number registered this Fall term, one hundred and twenty-three. Total number for the year, three hundred and eleven, an increase of fifty-five over the corresponding terms of last year.



The average age and ability of the pupils compare favorably with the record of preceding years. The results of the entrance examinations indicate a better preparation on the part of applicants than was shown during the first few years of the school; this improvement is largely due to the teaching of the normal students in the public schools. But still the scholarship of many applicants is so low that little professional work can be done with them during the first few terms of their attendance, knowledge being the first requisite in preparatory work for teaching. As so large a number of the intelligent, earnest young men and women, who desire to become teachers, cannot obtain a suitable preparation for professional training in our common schools, I recommend to your consideration the advisability of having a *preparatory* year for the benefit of those whose knowledge does not form a sufficient basis for strictly pedagogical work.

Experimental teaching forms a part of the Normal School work, and preparatory classes would afford an excellent opportunity for the advanced students to develop teaching powers under the direction of the teachers of the school, with classes similar to those in district schools. By means of this three years' course much more knowledge of the branches pursued could be obtained, as well as much more skill acquired in practice teaching.

The training school recently organized in connection with the town primary school promises good results.

The good material of the school, and the excellent work done by the present teachers, form a good basis for the introduction of some improved methods in primary instruction.

Miss Perkins' training in the Normal School, successful experience as a teacher, and her observations in the Boston primary schools and kindergartens, have given her a good preparation for her present work. Reading, spelling, writing, arithmetic, drawing and object lessons, comprehend the work of the school.

The normal students have thus far spent considerable time in careful observation of the work done here, and during the coming terms they will add practice to observation.

With a three years' course of study, combined with practice teaching in their own classes, the preparatory classes, and the primary classes, the normal student of ability and tact cannot fail to become a successful teacher, more than repaying the State for what she has done for him.

Nothing has been added to the resources of the school as

apparatus or books since my last report. The amount of apparatus is small, but well adapted, as regards the kind, to the experimental work of the classes.

Quite a large number of good text-books are in the library, also a few excellent reference books, but the much needed library of works upon education, teaching, literature and science, has no existence in the school. A sum, not less than five hundred dollars, should be expended at once for needed books,—the teachers' tools.

The beautiful specimens of minerals, shells and curiosities generously given to the school by William Freeman, Jr., Esq., of Cherryfield, are still without a case. One hundred dollars are needed for that purpose.

The tower and portico of the building have been thoroughly repaired, so that the roof is very much improved.

The building is now in very good condition, and meets the wants of the school very fully. The grounds are comparatively dry, the roads in excellent condition, but grading and fencing are needed to put the lot in good order.

I feel that the year has been one of prosperity to the school, and as its work has been inspected by the Trustees, who will report from observation, I will close without further comment.

Respectfully,

G. T. FLETCHER, *Principal.*

STATE NORMAL SCHOOL, }  
Castine, Me., Dec. 1, 1874. }

HON. WARREN JOHNSON,

*Superintendent of Common Schools:*

DEAR SIR:—I submit the report of the school, required by law, for the year ending Nov. 20, 1874.

WINTER TERM, 1873-74.

B CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Arey, Laura E. ....	20	Dec. 8 ....	Feb. 11....	46
Bartlett, David.....	19	Dec. 11....	do ....	43
Emery, George C. ....	18	Dec. 4 ....	do ....	50
Gale, Mary J. ....	23	do ....	do ....	50
Jarvis, Lizzie M. ....	19	do ....	do ....	50
Lattie, Isabelle R. ....	24	Dec. 8 ....	do ....	45½
Laton, Winfield S. ....	21	Dec. 4 ....	do ....	50
Pendleton, Lavinia E. ....	23	Dec. 16....	do ....	38
Piper, Edna L. ....	18	Dec. 10....	do ....	43½

## WINTER TERM, 1873-74—Continued.

B CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Plummer, David.....	19	Jan. 12....	Jan. 30....	14
Read, Ellen R.....	20	Dec. 5....	Feb. 11....	48½
Simpson, John E.....	18	do .....	do .....	49
Taney, Teresa.....	20	Dec. 4....	do .....	48
D CLASS.				
Byrne, Mary E.....	19	Dec. 8....	Feb. 11....	44
Couley, Lizzie.....	16	Dec. 4....	do .....	48
Fletcher, Annie.....	20	Dec. 8....	do .....	45½
French, Nathaniel S.....	19	Dec. 22....	do .....	32
Gardner, Lizzie L.....	18	Dec. 4....	do .....	50
Hatch, Annie.....	17	do .....	do .....	50
Holmes, Alice.....	18	do .....	do .....	50
Mullin, Etta F.....	22	Dec. 5....	do .....	40
Perkins, Dora E.....	19	Dec. 9....	do .....	45
Perkins, Manning E.....	18	do .....	do .....	43½
Philbrook, Edward E.....	19	Dec. 4....	do .....	50
E CLASS.				
Arey, Adella S.....	18	Dec. 4....	Feb. 11....	50
Carroll, Mary A.....	38	Jan. 5....	do .....	29
Deuglass, Lizzie M.....	16	Dec. 4....	do .....	48½
Emerson, Sarah D.....	17	Dec. 5....	do .....	46½
Hall, Henry B.....	20	Dec. 8....	do .....	46
Johnson, Frank.....	17	Dec. 4....	Feb. 10....	48
Jarvis, William.....	17	do .....	Feb. 11....	50
Lord, Deborah P.....	18	do .....	do .....	48½
Macomber, Ernestine L.....	17	do .....	do .....	50
Mowlahd, Mary.....	22	Dec. 5....	do .....	49
Oakes, Mary E.....	18	do .....	do .....	49
Orbeton, Amelia M.....	21	Dec. 4....	Feb. 2....	40
Plummer, Louise L.....	17	do .....	Feb. 11....	50
Prescott, Daniel.....	24	do .....	do .....	50
Smith, Lizzie.....	16	do .....	do .....	48
Stevens, Herbert.....	19	Dec. 16....	do .....	38
Trask, Frank A.....	18	Dec. 4....	do .....	50
F CLASS.				
Carroll, Violet N.....	17	Dec. 4....	Feb. 2....	41
Dunbar, Charles.....	20	Dec. 5....	Feb. 11....	49
Freeman, Mary C.....	22	Dec. 4....	do .....	50
Frost, Laura.....	18	do .....	do .....	50
Gardner, Rufus.....	16	Jan. 5....	do .....	29
Getchell, Jennie.....	24	Dec. 5....	Dec. 15....	5
Hall, Beardman.....	17	Dec. 8....	Feb. 11....	46
Haynes, Susie M.....	16	Dec. 4....	do .....	50
Leach, Maggie.....	20	do .....	do .....	48½
Lufkin, Eva J.....	16	do .....	do .....	50
Mansfield, Henry H.....	18	do .....	Feb. 10....	48
Moore, Samuel C.....	23	do .....	Feb. 11....	50
Piper, Etta E.....	16	Dec. 10....	do .....	42½
Ryan, Edwin L.....	18	Dec. 9....	do .....	43
Simpson, Carrie E.....	32	Dec. 4....	do .....	49½
Woodworth, Ida.....	17	do .....	do .....	50
Wallace, Affie E.....	17	do .....	do .....	49½
Total Winter Term.....				58

## SPRING TERM, 1874.

A CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Arey, Laura E.....	21	Feb. 24....	May 28....	61
Averill, Emma D.....	25	do .....	do .....	67
Bartlett, David.....	19	do .....	do .....	68
Bragg, Ralph S.....	21	do .....	do .....	68
Emery, George C.....	18	Feb. 25....	do .....	67
Gale, Mary J.....	23	do .....	do .....	67
Gould, Etta M.....	23	Feb. 24....	do .....	67½
Jarvis, Lizzie M.....	19	do .....	do .....	64
Laton, Winfield S.....	21	do .....	do .....	68
Lattie, Isabelle R.....	24	do .....	do .....	65½
Leach, Bessie.....	22	do .....	do .....	67
Moore, James S.....	21	do .....	do .....	68
Pendleton, Lavinia E.....	23	do .....	do .....	68
Piper, Edna L.....	18	do .....	do .....	67½
Plummer, David.....	19	do .....	do .....	68
Read, Ellen R.....	20	do .....	do .....	68
Simpson, John E.....	18	Feb. 25....	do .....	67
Taney, Teresa.....	20	do .....	do .....	67
Young, Fred O.....	22	do .....	do .....	66½
C CLASS.				
Bayard, Nellie L.....	21	Mar. 2 ....	May 28....	63
Burgess, Flora A.....	17	Feb. 24....	do .....	68
Carpenter, Julia D.....	26	Apr. 20....	do .....	29
Conley, Lizzie.....	17	Feb. 24....	do .....	67
Dolloff, Carrie A.....	16	Feb. 25....	May 15....	57
Durham, Carrie B.....	17	do .....	do .....	56
French, Nathaniel S.....	19	-	-	-
Gardner, Lizzie L.....	18	Feb. 24....	May 11....	54
Hatch, Annie.....	18	do .....	May 28....	68
Holmes, Alice M.....	19	do .....	May 15....	59
Mullin, Etta F.....	23	do .....	May 28....	68
Philbrook, Edward E.....	19	do .....	do .....	63
Phillips, Fred I.....	22	do .....	May 8 ....	53
Staples, Florence M.....	17	Feb. 25....	May 28....	66
Trask, Mellie A.....	22	Feb. 24....	May 14....	57
Wade, Fannie A.....	16	Feb. 25....	May 28....	65
York, Ada L.....	18	Mar. 3 ....	do .....	63
York, Frank W.....	24	do .....	do .....	63
D CLASS.				
Adams, Silas N.....	19	Mar. 23....	Apr. 24....	24
Allen, George P.....	19	Feb. 24....	May 25....	61
Arey, Adella S.....	18	do .....	Apr. 6 ....	27
Atwood, Charles F.....	17	do .....	May 28....	68
Buker, Clara L.....	18	do .....	May 15....	59
Carroll, Mary A.....	38	do .....	Apr. 24....	38½
Clement, Chester W.....	22	Mar. 16....	May 1 ....	34
Clifford, Lillie G.....	17	Feb. 24....	May 28....	67
Curtis, William C.....	24	do .....	do .....	68
Delano, Sarah C.....	36	do .....	May 8 ....	54
Douglass, Lizzie M.....	17	do .....	May 28....	65
Dow, Zelynda J.....	17	Feb. 28....	May 11....	44
Eames, George F.....	19	Feb. 24....	May 28....	68
Hale, Lucy E.....	18	Feb. 24....	do .....	67
Hall, Dora M.....	22	Feb. 25....	do .....	66½
Hall, Henry B.....	20	Feb. 24....	do .....	67
Jarvis, William H.....	17	do .....	do .....	68
Lawn, Eunice M.....	29	Mar. 3 ....	May 8 ....	47½
Lord, Deborah P.....	18	Feb. 24....	May 28....	67
Macomber, Ernestine.....	17	do .....	do .....	68
Nash, Albert S.....	19	do .....	do .....	68

## SPRING TERM, 1874—Continued.

D CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Orbeton, Amelia M.....	22	Feb. 24....	Apr. 13....	34
Perkins, Manning E.....	19	do .....	May 28....	68
Plummer, Louise L.....	17	do .....	do .....	68
Prescott, Daniel S.....	24	do .....	do .....	68
Shaw, Lizzie J.....	17	do .....	Apr. 13....	34
Smith, Lizzie L.....	17	do .....	May 28....	67
Staples, Corydon S.....	21	Mar. 25....	do .....	47
Ward, Charles M.....	21	Feb. 24....	do .....	68
E CLASS.				
Bowden, Jennie G.....	28	Feb. 24....	Apr. 28....	44½
Bowden, Lena.....	18	do .....	do .....	44½
Bragg, Nellie A.....	17	do .....	May 15....	59
Connor, Ardell M.....	17	do .....	May 28....	68
Dutton, Henry S.....	18	do .....	do .....	68
Emerson, Ella E.....	19	do .....	May 21....	63
Fernald, Annie E.....	18	do .....	May 28....	67½
Fogler, Mary F.....	24	May 9 .....	May 18....	47½
Freeman, Mary C.....	22	Feb. 24....	Apr. 24....	43
Frost, Laura M.....	18	do .....	May 28....	60½
Hall, Boardman.....	18	Mar. 3 .....	do .....	60
Haynes, Susie M.....	16	Feb. 24....	Mar. 16....	14
Johnson, Frank.....	17	do .....	Apr. 20....	38
Kennard, Ida C.....	17	do .....	May 15....	59
Lufkin, Eva J.....	16	do .....	May 28....	68
Mansfield, Henry H.....	19	do .....	do .....	68
Moore, Samuel C.....	23	do .....	do .....	68
Morrow, George C.....	21	Mar. 11....	do .....	57
Mowland, Mary.....	22	Feb. 24....	May 8 .....	50
Parker, George C.....	22	do .....	May 28....	68
Piper, Etta E.....	16	do .....	do .....	67½
Simpson, Caroline E.....	32	do .....	do .....	68
Small, Fannie F.....	18	do .....	May 1 .....	48
Small, Mary L.....	25	do .....	May 28....	66½
Strattard, Charles S.....	17	do .....	do .....	68
Wallace, Affie E.....	18	do .....	do .....	68
F CLASS.				
Andrews, Alton E.....	17	Feb. 24....	May 28....	68
Andrews, George A.....	18	do .....	do .....	68
Averill, Louise E.....	20	do .....	do .....	66½
Billings, Mary L.....	20	do .....	do .....	66½
Brown, Fred W.....	16	do .....	May 15....	59
Burrill, Annie.....	20	do .....	Apr. 17....	38½
Clement, Charles C.....	20	Mar. 3 .....	May 15....	53
Clifford, Leonard G.....	17	Feb. 24....	do .....	57
Coombs, Nahum H.....	17	Mar. 15....	May 28....	54
Davis, Jessie F.....	18	Feb. 24....	May 25....	64
Delano, Clara A.....	21	do .....	May 7 .....	52
Freeman, Mary L.....	18	do .....	May 18....	59
French, Nancy M.....	16	do .....	May 28....	68
Gardner, Rufus P.....	16	do .....	do .....	68
Gould, Cora E.....	17	do .....	do .....	68
Grey, Alice.....	-	-	-	-
Grindle, Minnie A.....	17	Mar. 9 .....	May 28....	59
Hathaway, Adelaide S.....	28	Mar. 2 .....	May 15....	55
Harmon, Bertha I.....	24	Feb. 24....	May 28....	65
Harmon, Peter N.....	18	do .....	do .....	68
Harrub, Henry W.....	20	do .....	do .....	68
Hatch, Walter G.....	18	do .....	May 15....	59
Hatch, Willis S.....	18	do .....	do .....	59
Hosmer, Elizabeth M.....	33	do .....	Apr. 27....	44

SPRING TERM, 1874—*Concluded.*

F CLASS.	Age.	Date of Entering.	Date of Leaving	Days Present.
Hutchinson, Frank S . . . . .	19	Feb. 24 . . . .	May 28 . . . .	68
Ingraham, Nancy J . . . . .	18	do . . . .	do . . . .	68
Johnson, Harriet I. . . . .	16	do . . . .	do . . . .	67½
Joyce, Clara H. . . . .	20	do . . . .	do . . . .	68
Lord, Augusta N. . . . .	24	do . . . .	May 15 . . . .	58
Lord, George A. . . . .	17	do . . . .	do . . . .	54
Marden, Evelyn M. . . . .	23	do . . . .	May 28 . . . .	66
Parkhurst, Idella M. . . . .	18	do . . . .	May 22 . . . .	61½
Payson, Fred L. . . . .	21	do . . . .	May 18 . . . .	59
Pike, Rhoda. . . . .	21	do . . . .	do . . . .	58
Roberts, Annie . . . . .	16	Feb. 25 . . . .	May 28 . . . .	67
Small, William C . . . . .	18	Feb. 24 . . . .	do . . . .	68
Stinson, Ruth E . . . . .	19	do . . . .	Apr. 27 . . . .	44
Wilson, Mary A . . . . .	18	do . . . .	May 1 . . . .	48
Total Spring Term . . . . .				130

## FALL TERM, 1874.

A CLASS.				
Mullin, Etta F. . . . .	23	Sept. 1 . . . .	Nov. 20 . . . .	57½
B CLASS.				
Bayard, Nellie D . . . . .	22	Sept. 11 . . . .	Nov. 20 . . . .	67½
Carpenter, Julia D. . . . .	-	Aug. 24 . . . .	Sept 11 . . . .	18
Curtis, William C . . . . .	24	Aug. 19 . . . .	Nov. 20 . . . .	68
Dolloff, Carrie B. . . . .	-	Aug. 24 . . . .	do . . . .	65
Dow, Zelynda J. . . . .	17	Aug. 19 . . . .	do . . . .	65
Eames, George F. . . . .	20	do . . . .	Nov. 9 . . . .	53
Perkins, Manning E. . . . .	20	do . . . .	Nov. 20 . . . .	68
Philbrook, Edward E. . . . .	20	do . . . .	do . . . .	68
Putnam, Myra T. . . . .	19	Aug. 20 . . . .	Nov. 13 . . . .	62½
Staples, Florence M . . . . .	17	Aug. 19 . . . .	Nov. 20 . . . .	66
York, Ada L . . . . .	18	Aug. 24 . . . .	Oct. 1 . . . .	32
York, Frank W . . . . .	24	do . . . .	do . . . .	32
C CLASS.				
Adams, Silas N. . . . .	19	Aug. 19 . . . .	Nov. 20 . . . .	68
Atwood, Charles F. . . . .	18	do . . . .	Oct. 26 . . . .	47
Buker, Clara L . . . . .	19	do . . . .	Nov. 20 . . . .	67½
Conley, Lizzie. . . . .	17	do . . . .	do . . . .	67½
Curtis, Josephine . . . . .	20	do . . . .	Nov. 9 . . . .	57
Gilmore, Melvina L. . . . .	26	do . . . .	Nov. 20 . . . .	68
Hatch, Annie . . . . .	18	do . . . .	do . . . .	66
Nowland, Mary . . . . .	23	Sept. 20 . . . .	do . . . .	35
Plummer, Louise L. . . . .	18	Aug. 19 . . . .	do . . . .	68
Ward, Charles M . . . . .	22	Aug. 21 . . . .	do . . . .	66
D CLASS.				
Bragg, Nellie A . . . . .	17	Aug. 19 . . . .	Nov. 20 . . . .	67½
Brophy, Ellen . . . . .	26	Sept. 2 . . . .	do . . . .	58
Clements, Charles C. . . . .	20	. . . . .	do . . . .	68
Emerson, Sarah D . . . . .	17	Aug. 19 . . . .	do . . . .	68
Lufkin, Eva J. . . . .	17	do . . . .	do . . . .	68
Moore, Samuel C. . . . .	24	do . . . .	do . . . .	68
Morrow, George C. . . . .	21	do . . . .	do . . . .	67½
Piper, Etta E . . . . .	17	do . . . .	do . . . .	66½
Simpson, Carrie E. . . . .	32	do . . . .	Oct. 23 . . . .	48
Spear, Nancy H . . . . .	-	Aug 24 . . . .	Oct. 8 . . . .	3

## FALL TERM, 1874—Continued.

E CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Andrews, Alton E.....	18	Nov. 19....	Oct. 2 ....	32
Andrews, George.....	19	do .....	Oct 26....	47
Brown, Fred W.....	17	do .....	Nov. 20....	67
Bunker, Sarah M.....	23	do .....	do .....	67
Clement, Hallowell F.....	19	do .....	do .....	68
French, Marie.....	16	do .....	do .....	66½
Friend, Fannie A.....	21	do .....	do .....	65½
Friend, Melissa A.....	24	do .....	do .....	68
Gardner, Rufus.....	17	do .....	Nov. 2 ....	53
Gibbs, John P.....	21	do .....	Nov. 20....	66½
Hall, Boardman.....	18	do .....	Sept. 11....	16
Harrub, Henry A.....	20	do .....	Nov. 20....	68
Hasey, Charles E.....	20	do .....	do .....	68
Hatch, Walter G.....	18	do .....	do .....	68
Hatch, Willis G.....	18	do .....	do .....	66
Haynes, Susie M.....	17	Sept. 2 .....	do .....	57½
Hopkins, N. M.....	37	Sept 1 .....	do .....	16
Hosmer, Elizabeth M.....	33	Aug. 19....	do .....	68
Ingraham, Nancy.....	19	do .....	do .....	68
Joyce, Clara R.....	21	do .....	do .....	67½
Lord, Augusta M.....	24	do .....	do .....	66½
Maddocks, Allen L.....	21	do .....	Nov. 9 ....	58
Palmer, Fred S.....	19	do .....	Nov. 2 ....	67½
Parkhurst, Idella M.....	18	do .....	Oct. 16....	42
Pike, Rhoda M.....	21	do .....	Nov. 20....	68
Roberts, Annie.....	16	do .....	do .....	67
Small, William C.....	19	do .....	do .....	65
Swett, Clarence.....	21	Aug 28....	do .....	57
Toothaker, Llewellyn P.....	24	do .....	Oct. 30....	53
Whittier, Charles A.....	20	do .....	Nov. 20....	68
F CLASS.				
Allen, Inez R.....	19	Nov. 19....	Nov 13....	61
Barrows, Carrie T.....	22	do .....	Nov. 20....	67½
Biokford, Relew A.....	16	do .....	do .....	67½
Boardman, Liuda.....	19	do .....	do .....	65
Bond, Willis G.....	18	do .....	Oct. 16....	43
Bowes, Laura M.....	16	do .....	Nov. 20....	58
Boynton, Susie C.....	18	do .....	do .....	68
Bragdon, Emma J.....	20	do .....	Nov. 12....	60
Branscom, Hattie E.....	16	do .....	Nov. 13....	61
Byrne, Mary E.....	17	do .....	Nov. 20....	67½
Clapp, Annie L.....	17	do .....	do .....	62
Clark, Sumner H.....	21	do .....	Nov. 16....	62
Coggins, Villa I.....	15	do .....	Nov. 20....	67½
Coombs, Minnie.....	18	do .....	do .....	67½
Coombs, Nahum H.....	18	do .....	do .....	65
Coulliard, Eva S.....	19	do .....	do .....	68
Cressy, Seba W.....	20	do .....	Nov. 13....	63
Crocker, Willis A.....	20	do .....	Nov. 9 ....	57½
Curtis, Cora.....	19	do .....	Nov. 20....	68
Curtis, Maria.....	19	Aug. 24....	do .....	68
Davis, Bertha R.....	16	Aug. 19....	do .....	67½
Dixon, Frances.....	20	do .....	do .....	68
Dodge, Elva.....	23	do .....	do .....	67
Dudley, Harris C.....	17	Sept. 2 .....	do .....	55
Evans, Dora E.....	19	Aug. 19....	Nov. 13....	60
Farnsworth, Carrie T.....	18	do .....	Nov. 20....	68
Foster, John S.....	22	do .....	do .....	58
Frohook, H. E.....	18	do .....	Nov. 9 ....	57
Gushee, George W.....	21	do .....	Nov. 20....	66
Hadley, Eliza H.....	25	do .....	do .....	68

FALL TERM, 1874—*Concluded.*

F CLASS.	Age.	Date of Entering.	Date of Leaving.	Days Present.
Hobart, F Belle.....	17	Aug. 19....	Nov 20....	66½
Hobart, Tina R.....	21	do .....	do .....	67½
Holyoke, Florence .....	18	do .....	do .....	68
Huckins, Addie H.....	17	do .....	Nov. 2....	49
Jackson, Alton A.....	20	do .....	Nov 20....	67½
Jewett, Larkin S.....	18	do .....	do .....	68
Jones, Jaius P.....	18	do .....	Oct. 22....	48
Loring, Mary S.....	16	do .....	Nov. 20....	68
Monahan, Rose.....	17	do .....	do .....	68
Moore, Mary H.....	22	do .....	do .....	60
Paul, Wilbur H.....	17	do .....	do .....	68
Philbrook, Edith.....	16	do .....	do .....	66
Philbrook, Hannah.....	18	do .....	do .....	63
Pierce, Hester M.....	16	Aug. 24....	do .....	66
Pol, Ingrid.....	25	Aug. 19....	do .....	68
Ray, Abbie L.....	19	do .....	do .....	67½
Redman, Arthur.....	17	do .....	do .....	68
Reed, William C.....	32	do .....	Sept. 28....	24
Rich, J Frank.....	19	do .....	Oct. 28....	51
Sampson, G. A.....	22	do .....	Nov. 6....	62
Shute, Evelyn F.....	19	do .....	Nov. 20....	68
Stevens, Arthur.....	19	do .....	do .....	68
Thombs, Juliet.....	19	do .....	Aug 21....	3
Twitchell, Asa H.....	22	do .....	Sept 29....	50
Veazie, Della.....	19	do .....	Nov. 20....	67½
Warren, Laura E.....	17	do .....	do .....	67½
Warren, Theresa J.....	25	do .....	do .....	68
Wescot, Phebe.....	16	do .....	do .....	68
Wheeler, Leslie H.....	20	do .....	Nov. 13....	59
Woods, Eva.....	16	do .....	Nov. 20....	68
Total Fall Term.....				123
Total for the year.....				311
Forty per cent. of the students have been males.				

The following text-books are used in the school:

Franklin Sixth and National Fifth Readers; Webster's and Worcester's Dictionaries; Kerl's, Green's, and Swinton's Grammars; Quackenbos' and Hart's Rhetorics; Collier's English Literature; Champlin's Intellectual Philosophy; Barnes' U. S. History, and Anderson's General History; Wickersham's School Economy and Methods of Instruction; French's Arithmetic; Robinson's Algebra; Brooks' Geometry and Trigonometry; Norton's and Steele's Natural Philosophies; Steele's Chemistry; Lockyer's Astronomy; Hall's Geography; Hutchinson's and Steele's Physiologies; Tenney's Geology; Alden's Science of Government; Gray's Botany.

All text-book matter is sifted and supplemented by the teachers. Lectures have been given upon the History of Education, Philosophy of Teaching, Methods of School Government and Observation, and Natural History, by the teachers.



Papers upon the Theory and Practice of Teaching, and School-room Experiences, are read and discussed by the pupils.

There has been but one change in the corps of teachers since my last report. Miss Clara Bartley, a most able and faithful teacher, resigned her position at the close of the Spring term. Her successor, Mr. F. W. Conrad, a graduate of the Normal University of Illinois, is doing good work. I desire to express my high appreciation of the services of the excellent teachers who have labored with me during the past year.

The total attendance of pupils has been larger than during any previous year since the school was organized.

The daily steamboat between Castine and Belfast, and the completion of a railroad to Bucksport, render the school very convenient of access, while the healthfulness and beauty of the place make it a desirable location for an institution of learning.

Having reported particulars in regard to the school to the Board of Trustees, I close this report with an extract from the last catalogue.

*Methods of Teaching.* These must be of two kinds, scholastic and professional.

The object of scholastic instruction is to impart knowledge and discipline, but as these are to be acquired for a special purpose, the method of instruction is directed to that end, and is in a high degree important. The discipline of the mind in the acquisition and presentation of knowledge determines largely its activity, and hence will give character to the pupil's future teaching. Pupils imitate the methods with which they have become familiar, consequently the more perfect these are the better the work.

The instruction is analytic, that the student-teacher may know the relation of one truth to another, and thus be able to present them in the proper order to his pupils. It is synthetic, that the elements of knowledge gained by investigation may be classified and thus apprehended as a whole. Much care is used in the methods of instruction to lead pupils to recognize the philosophical principles upon which science is founded, that they may see the logical order in which truth is arranged, and thus come to have a natural plan in their methods of investigation and presentation.

Instruction is not confined to the line of any text-book, although the best are used, but the design is to make it in the true sense *practical*, adapted to the nature of the mind and the wants of the age.

*Professional Instruction.* This should be the peculiar feature of the Normal School work, and it is the aim of the teachers to make it more and more prominent every term.

Having learned to *know*, the student is to learn to *teach*. All study, recitation, discussion, teaching and lecturing, are directed to this as the true objective point of the course. The constantly recurring questions are, How shall I organize, govern and instruct my school? How shall I secure the most earnest, effective work from my pupils, and the most hearty coöperation of parents? How elevate the standing of my profession, and the sentiment of the people upon the subject of education?

To obtain the best results in this direction, text and reference books upon the theory and practice of teaching are used, reports of school committees and educational associations are examined, schools are visited, the experiences of the teachers and of the older pupils, who have taught, are given to the class for discussion and criticism.

In all the classes teaching exercises are given by the pupils, one being appointed to conduct the recitation, while the matter and methods of his instruction are carefully criticised by the regular instructor.

All the work of the school is made subservient to the one great object in view—preparation to teach.

The school meets one session each week as a Teacher's Institute, for the consideration of subjects pertaining to the instruction and management of schools. Essays are read and discussed, and thus the training and experience of all are made to increase the professional knowledge of each. These sessions have proved exceedingly valuable.

The students have opportunities for observation, and practice teaching in the excellent Primary and Intermediate schools of Castine.

We desire to call the attention of school committees and parents to the work of the school which the State has established for their good, and which must be patronized in order to meet its design.

The *earnest, able* young men and women of Maine have never before had such inducements offered them to become teachers. The worker and the work are becoming appreciated. Wages commensurate with the culture and industry of the teacher are now offered for his services. We have not been able to supply the demand for *first-class* teachers. The Free High Schools are calling for our best teachers, and the demand will increase.

G. T. FLETCHER, *Principal.*

MAINE CENTRAL INSTITUTE, }  
Pittsfield, Nov. 30, 1874. }

HON. WARREN JOHNSON,

*State Superintendent of Common Schools:*

DEAR SIR:—I submit the annual report of the Normal Department of Maine Central Institute. The school year consists of ten weeks each. The present year began Nov. 6, 1873, and closed Oct. 23, 1874.

The following is the list of students in attendance during the year:

GRADUATES.	Age.	Date of Entering.	Date of Leaving.	Weeks Present.
Corson, Florence E.....	22	Feb. 7, '72..	July 1, '74..	30
Mitchell, Mellie Z.....	20	Feb. 2, '71..	do	30
Weymouth, Mary E.....	19	Feb. 6, '73..	do	30
B CLASS.				
Crooker, Lizzie E.....	18	Aug. 21, '73..	—	30
Foster, Susan D.....	18	Feb. 6, '73..	Apr. 15, '74..	10
Jaqu s, Helen A.....	17	Aug. 21, '73..	—	30
Pendexter, Nellie M.....	17	do	—	35
Robinson, Laforest.....	21	Feb. 6, '73..	—	30
C CLASS.				
Marr, Edwin C.....	20	Feb. 6, '73..	—	20
Phillips, Addie C.....	19	Aug. 21, '73..	Apr. 15, '74..	10
Stinson, Eva A.....	14	do	—	20
D CLASS.				
Bowker, Lillie M.....	14	Aug. 17, '74..	—	10
Bowker, Nettie A.....	19	do	—	10
Call, Ida M.....	14	do	—	10
Cilley, Florence A.....	16	Feb. 5, '74..	Apr. 15, '74..	10
Coffin, Jennie L.....	14	Aug. 17, '74..	—	10
Dodge, Ettie D.....	21	do	—	10
Dodge, Mira L.....	18	do	—	10
Edwards, Hattie M.....	18	Feb. 5, '74..	Apr. 15, '74..	10
Emery, Cynthia P.....	21	Aug. 17, '74..	Oct. 23, '74..	10
Emery, Marcia C.....	14	do	—	10
File, Jennie.....	21	do	—	10
Foster, Sarah C.....	20	Feb. 5, '74..	Apr. 15, '74..	10
Hutchins, Cora E.....	20	Aug. 17, '74..	—	10
Johnson, Abbie M.....	23	Sept. 21, '74..	—	5
Maxwell, Mary.....	16	Aug. 17, '74..	—	10
Mitchell, Ettie G.....	16	Feb. 5, '74..	Apr. 15, '74..	10
Tibbetts, Emma L.....	17	do	do	10
Webster, Bertha E.....	15	do	do	10
Weymouth, Lizzie.....	16	Aug. 17, '74..	—	10

#### TEXT BOOKS.

Readers—Monroe. Dictionaries—Webster's and Worcester's. Geography—Warren. Arithmetic—Greenleaf's Practical. Algebra—Greenleaf's. Grammar—Swinton, Lee, Hadley. Physics—Stewart. Chemistry—Eliot, Storer. History—Barnes' U. S., Anderson's General. Geometry—Loomis. Geology—Hooker. Botany—Wood. Rhetoric—Hart. Mental Philosophy—Upham. English Literature—Underwood, Shaw's New. Physiology—

Hutchison. Didactics—mainly by lectures. Optional studies may be taken in the other courses of study in the Institute, and thus the course may be extended beyond two years.

Very respectfully,

CYRUS JORDAN,

*Principal Normal Department.*

HON. WARREN JOHNSON—

*My Dear Sir:*—I submit the following as my report of the Normal Department of Oak Grove Seminary, for the academic year beginning Dec. 9, 1873, and closing Nov. 13, 1874:

NAMES.	Age.	Date of Entering.	Date of Leaving.	Weeks Present.
Henry D. Ayer *	18	Mar. 10, 1874..	June 5, 1874..	13
Eva A. Bailey .....	18	Dec. 9, 1873..	Feb. 27, 1874..	12
Mary A. Bartlett *	23	Dec. 9, 1873..	June 5, 1874..	25
W. Frank Blake .....	20	Aug 25, 1874..	Nov. 13, 1874..	12
Frank Coburn *	18	Aug 25, 1874..	Nov. 13, 1874..	12
James M. Estes *	22	Mar. 10, 1874..	June 5, 1874..	13
Edwin Hawes .....	19	Aug 25, 1874..	Nov. 13, 1874..	12
Virginia C. Jones *	19	Dec. 9, 1873..	June 5, 1874..	25
Everett C. Jones *	21	Mar. 10, 1874..	June 5, 1874..	13
George G. Low *	21	Dec. 9, 1873..	June 5, 1874..	25
Silas Merrill .....	17	Aug. 25, 1874..	Nov. 13, 1874..	12
Effie F. Newell .....	17	Dec. 9, 1873..	Apr. 27, 1874..	16
Annie M. Pierce *	19	Dec. 9, 1873..	Feb. 10, 1864..	9
Smith Randall .....	16	Aug. 25, 1874..	Nov. 13, 1874..	12
Mary E. Stanley *	16	Mar. 10, 1874..	June 5, 1874..	13
Laura B. Turner *	17	Dec. 9, 1873..	Feb. 29, 1874..	12
Geo. W. Varney .....	19	Aug. 25, 1874..	Nov. 13, 1874..	12

\*Those who have taught or are teaching.

TEXT BOOKS. Greenleaf's Practical and Mental Arithmetic; Greenleaf's Elementary Algebra and Shorter Course in Geometry; Clark's Beginners' and Normal Grammar; Monroe's Sixth and Harper's U. S. Fifth Reader; Monteith's Geography; Swinton's Word Book; Barnes' U. S. History; Steele's Physiology; Hooker's Natural History; Gray's How Plants Grow; Herr Ahn's Rudiments of French and German; Thompson & Bolen's Writing Books; Shepherd's First Book on the Constitution; Champlin's Political Economy; Mayhew's Book-keeping; Appleton's Science Primers; Haven's Mental Philosophy and Rhetoric; Freeman's Outlines.

The school year was divided into three terms, as follows: Fall term 12 weeks; Winter term 12 weeks; Spring term 13 weeks. Total 37 weeks.

Respectfully,

AUGUSTINE SIMMONS,

*Principal of Oak Grove Seminary.*

VASSALBORO', Dec. 24, 1874.

	FREE HIGH	
	1874.	1873.
Number of towns making returns.....	142	110
Number of districts making returns.....	23	24
Number of different terms.....	355	237
Number of school weeks.....	3,776	2,551

The following tabulation presents a summary of the returns

RETURNS OF FREE

TOWNS.	Total amt expended for instruction in Free High Schools.	Amount appropriated by vote of town or district.	Amount unexpended from last year's appropriation.	Amount paid by subscription for Free High Schools.	Amount received from tuition.	Number of terms of High School.	Length of High School in weeks.
Abbot.....	\$309 87	\$130 00	-	-	-	3	25
Alfred.....	687 30	300 00	-	-	\$60 60	4	35
Amity, Dist. No. 1.....	175 00	-	-	\$87 50	-	1	10
Andover.....	298 00	150 00	\$66 00	-	9 50	1	10
Atkinson.....	270 00	250 00	-	-	20 00	2	20
Auburn.....	2,708 66	3,000 00	-	-	-	3	33
Bangor.....	4,400 00	3,900 00	-	-	-	3	37
Bath.....	3,400 00	3,550 00	-	-	12 00	3	40
Belfast, Central Dist...	1,600 00	1,000 00	-	-	14 00	3	35
Belgrade.....	145 00	-	77 75	-	-	1	10
Benton, Dist. No. 1....	125 00	50 00	217 00	20 25	4 75	1	10
Blanchard.....	115 00	60 00	-	-	-	1	10
Biddeford.....	2,500 00	-	-	-	15 00	4	40
Boothbay.....	450 00	500 00	-	-	-	3	26
Bradford, Dist. Nos. 6&10	242 50	-	-	121 25	-	2	20
Bremen.....	327 50	110 00	90 00	-	-	2	20
Brewer.....	860 00	1,000 00	-	-	-	3	36
Bridgton, U'n Dist. No. 1	1,319 00	500 00	-	-	300 00	3	36
Bridgewater.....	123 75	300 00	-	-	-	1	11
Bristol.....	340 00	500 00	-	-	-	2	20
Brownfield.....	175 00	-	-	175 00	-	1	10
Brownville.....	490 50	150 00	165 00	-	5 50	2	22
Brunswick.....	1,737 00	500 00	-	-	226 57	3	34
Bucksport, Dist. No. 1..	120 00	200 00	-	-	-	2	28
Burlington.....	362 00	200 00	12 00	-	-	2	22
Calais.....	1,700 00	1,000 00	-	-	*130 00	3	40
Canton.....	450 00	450 00	-	-	-	2	20
Castine.....	1,250 00	1,000 00	-	-	-	3	35
Cape Elizabeth.....	605 50	500 00	-	-	-	2	23
Charleston.....	247 50	124 00	-	-	-	2	15
Cherryfield.....	1,700 00	500 00	-	-	-	3	38
Clifton.....	162 50	200 00	-	-	-	1	10
Clinton.....	460 00	300 00	68 75	-	-	3	26
Columbia Falls.....	190 00	200 00	-	-	12 00	1	10
Cornville.....	203 50	225 00	-	-	-	1	10
Cumberland.....	1,388 82	1,200 00	-	-	150 00	3	34
Dalton.....	185 00	200 00	-	-	-	1	10
Dennysville.....	1,684 00	920 00	292 50	-	127 75	3	36
Deering.....	489 75	500 00	-	-	-	2	21
Deer Isle.....	379 42	500 00	-	-	-	2	24
Dexter.....	1,030 00	500 00	-	-	26 20	3	30

\* Funds of Academies.

SCHOOLS.

	1874.	1873.
Number of students .....	14,828	10,286
Average attendance .....	11,652	8,123
Amount of money expended .....	\$120,280	\$83,524
Amount of money paid by the State .....	39,969	29,135

required by law :

HIGH SCHOOLS, 1874.

Wages paid teachers, including board per month.	Whole number pupils registered.	Average attendance.	Number of pupils in Third Reader.	Number of pupils in Fourth Reader.	Number of pupils in Arithmetic.	Number of pupils in English Grammar.	Number of pupils in Geography.	Number of pupils in Ancient Languages.	Number of pupils in Modern Languages.	Number of pupils in Natural Sciences.	Amount paid from State Treasury.
\$50 00	109	100	12	96	100	73	44	-	3	11	\$130 00
82 00	67	32	-	67	48	34	-	11	-	30	300 00
70 00	33	22	-	20	21	11	12	9	-	11	87 50
119 20	74	60	6	68	68	60	25	7	-	16	144 25
54 00	90	68	30	66	80	53	35	-	3	6	125 00
336 00	105	66	-	-	-	40	6	80	15	-	500 00
483 78	159	146	-	121	-	-	-	138	81	134	500 00
70 00	115	112	-	46	19	46	18	51	20	57	500 00
177 77	96	82	-	96	36	70	-	22	-	96	500 00
58 00	48	41	-	48	45	27	24	3	-	14	72 50
50 00	38	32	9	28	30	25	20	2	-	2	60 12
46 00	37	30	17	20	30	16	8	2	-	5	57 50
250 00	80	78	-	80	-	50	34	80	-	50	500 00
72 50	157	122	-	-	-	-	-	5	4	2	225 25
48 50	61	48	4	57	42	34	23	1	-	27	121 25
65 50	81	76	4	77	71	70	43	9	-	11	163 75
100 00	54	35	-	54	-	-	-	11	-	41	430 00
146 55	217	-	-	25	28	29	-	50	6	89	500 00
45 00	25	17	3	14	17	14	8	-	-	10	61 87
68 00	115	99	-	115	90	85	100	-	20	12	170 00
70 00	43	35	-	43	43	40	10	1	-	3	87 50
89 18	56	47	-	56	48	40	41	4	-	26	242 50
204 33	84	73	-	84	58	25	27	79	18	48	500 00
-	30	-	-	4	12	-	-	19	7	12	60 00
65 00	89	65	-	89	79	86	43	2	-	7	181 00
170 00	79	63	-	79	-	21	21	58	11	79	500 00
90 00	143	122	25	118	100	95	46	25	10	28	225 00
142 80	71	64	-	30	18	27	-	25	10	55	500 00
122 00	138	123	-	137	125	130	35	10	-	20	202 75
66 00	84	69	21	63	72	42	26	-	12	27	123 75
176 32	39	34	-	13	12	18	17	32	-	16	500 00
65 00	31	28	-	31	31	31	23	-	-	8	81 25
70 76	153	121	12	141	125	71	111	-	-	41	230 00
76 00	30	25	-	30	28	30	28	-	-	20	89 00
81 40	45	35	-	41	37	38	14	4	-	1	101 75
154 31	98	68	-	98	60	49	46	18	-	27	500 00
74 00	39	35	-	39	26	34	24	-	-	13	92 50
120 50	93	89	-	93	45	50	50	12	-	30	478 12
107 00	80	67	-	80	66	71	45	10	-	14	214 87
65 00	65	56	-	61	55	64	55	5	-	15	189 71
137 33	174	144	-	160	51	113	35	32	10	43	500 00

## Returns of Free

TOWNS.	Total am't expended for instruction in Free High Schools.	Amount appropriated by vote of town or district.	Amount unexpended from last year appropriation.	Amount paid by subscription for Free High Schools.	Amount received from tuition.	Number of terms of High School.	Length of High School in weeks.
Dixmont	\$403 80	\$200 00	-	-	\$17 45	3	29
Dover	572 40	600 00	\$300 00	-	-	4	46
East Machias	95 00	300 00	-	-	-	1	14
Eastport	1,300 00	1,000 00	-	-	-	5	40
Eddington	310 00	400 00	-	-	14 00	2	20
Edgecomb	198 00	100 00	-	-	-	1	12
Ellsworth	1,200 00	500 00	390 00	-	-	3	36
Exeter	82 00	50 00	-	-	29 45	1	10
Fairfield	726 00	765 25	12 50	-	-	5	50
Foxcroft	295 00	300 00	-	-	-	2	18
Franklin	166 00	75 00	90 00	-	-	1	11
Freeman, Dist. Nos. 2 & 4	112 00	-	-	\$57 00	-	1	10
Freeport	1,100 91	800 00	-	-	-	3	39
Frenchville	780 00	250 00	-	-	16 00	2	32
Ft Fairfield, "Vil. Dist."	200 00	200 00	-	-	40 20	1	11
Gardiner	2,350 00	1,950 00	25 24	-	147 00	3	36
Garland	415 00	250 00	205 00	-	-	2	20
Georgetown	178 75	150 00	133 00	-	-	1	11
Gray	567 50	250 00	183 01	-	-	2	20
Gorham	330 00	400 00	-	-	-	1	12
Greene	291 75	150 00	-	-	-	1	11
Greenfield	195 00	225 00	-	-	-	2	20
Greenville	162 00	100 00	2 50	-	-	1	10
Guilford	125 00	-	-	125 00	-	1	10
Hallowell	1,200 00	1,000 00	-	-	-	3	39
Harmony	150 00	150 00	-	-	-	1	10
Harrington	504 00	400 00	187 50	-	-	2	24
Harrison	490 00	250 00	-	-	45 75	2	22
Hartford	414 75	250 00	20 00	-	-	4	33
Holden	165 00	200 00	-	-	-	1	11
Hope	70 00	20 00	-	-	15 00	1	10
Island Falls	150 00	150 00	-	-	-	3	15
Jackson	115 00	-	-	57 50	-	1	10
Jay	469 50	300 00	-	-	3 00	3	30
Jefferson	360 00	600 00	-	-	3 85	2	15
Kenduskeag	180 00	-	95 38	-	4 00	1	8
Kennebunk, Dist. No. 5	1,050 00	1,000 00	-	-	12 00	3	36
Kennebunk, Dist. No. 9	301 00	150 00	-	-	40 00	2	21
Kingsbury	100 00	100 00	-	-	-	1	12
Kittery	638 88	500 00	-	-	-	2	23
Lamoine, Dist. No. 2	155 00	175 00	-	-	16 00	1	10
Leeds	500 50	150 00	120 00	-	-	2	32
Lewiston	3,700 00	2,000 00	-	-	12 00	3	40
Limerick	1,377 00	500 00	-	-	130 00	3	36
Lincoln	857 50	600 00	-	-	7 00	4	40
Lisbon	1,046 75	400 00	193 62	-	10 00	6	58
Littleton	100 00	-	75 00	-	-	1	8
Livernore	419 50	600 00	-	-	-	3	28
Lyndon	200 00	150 00	-	-	-	1	11
Machias	1,283 33	1,000 00	-	-	-	3	36
Mars Hill	165 00	100 00	-	-	35 00	1	11
Mattawamkeag	355 00	-	404 00	-	-	2	20
Maysville	427 75	150 00	182 00	-	6 00	2	21
Meddybemps, Dist. No. 1	180 00	92 50	-	-	7 50	1	12
Medford	190 00	200 00	-	-	-	2	21

High Schools—Continued.

Wages paid teachers, including board, per month.	Whole number pupils registered.	Average attendance.	Number of pupils in Third Reader.	Number of pupils in Fourth Reader.	Number of pupils in Arithmetic.	Number of pupils in English Grammar.	Number of pupils in Geography.	Number of pupils in Ancient Languages.	Number of pupils in Modern Languages.	Number of pupils in Natural Sciences.	Amount paid from State Treasury.
\$55 68	154	110	6	148	114	99	86	1	-	40	\$193 17
65 00	214	180	10	204	183	192	103	5	14	38	286 20
-	19	18	-	-	-	18	-	1	-	19	47 50
130 00	65	38	-	65	38	32	30	32	28	27	506 00
62 00	75	68	-	62	63	66	44	3	1	15	148 00
66 00	50	41	-	19	34	34	35	4	-	9	99 00
111 11	52	41	-	-	21	21	21	15	30	30	560 00
32 80	30	24	9	20	19	8	2	7	-	4	26 27
58 80	305	251	-	305	291	273	114	18	5	35	363 00
65 55	75	56	-	57	61	55	27	8	6	27	147 50
60 00	26	21	-	26	26	25	26	-	-	5	83 00
45 00	45	36	8	37	44	20	27	-	-	13	56 00
138 57	87	81	-	52	31	38	-	41	-	65	500 00
100 00	75	70	63	12	75	68	35	20	20	12	500 00
73 00	87	71	-	87	76	69	80	6	6	12	79 90
195 84	115	100	-	-	40	-	-	75	25	115	500 00
83 00	129	97	-	-	-	-	-	-	-	-	207 50
65 00	35	31	-	35	35	32	30	2	-	6	89 37
113 50	131	106	-	131	78	91	18	35	-	44	283 75
110 00	64	48	-	64	59	52	39	-	-	18	165 00
106 00	82	72	8	25	68	57	36	18	-	25	145 87
39 00	54	42	12	42	50	46	25	-	-	-	97 50
64 20	33	27	-	33	33	16	20	1	3	6	81 00
50 00	32	25	10	22	32	28	8	-	-	2	62 50
-	55	50	-	-	12	25	10	23	13	35	500 00
60 00	50	30	-	50	50	25	24	3	1	12	75 00
84 00	45	38	-	45	45	40	20	-	-	25	252 00
90 00	126	99	16	107	87	62	36	19	3	29	222 12
50 50	120	100	24	95	89	66	43	-	-	24	207 37
60 00	42	34	2	40	36	28	12	3	-	16	82 50
28 00	24	20	7	17	22	15	14	1	-	4	20 00
40 00	41	22	17	22	22	16	16	-	-	11	75 00
46 00	41	35	-	41	40	32	34	-	1	10	57 50
58 66	152	112	2	144	146	94	57	14	-	33	233 25
96 00	167	134	4	130	122	75	29	4	10	18	178 07
90 00	44	37	-	44	35	36	8	-	-	9	88 00
116 66	42	35	-	42	19	10	-	23	8	-	369 50
57 33	36	28	-	36	35	30	29	5	-	-	130 50
33 33	22	16	6	16	17	6	12	-	-	-	50 00
111 11	58	40	-	58	54	56	54	-	10	12	319 44
62 00	40	31	-	32	23	40	26	-	-	31	69 50
53 25	138	95	15	35	120	83	30	20	2	40	250 25
370 00	200	125	-	200	150	200	50	150	75	100	500 00
162 55	250	192	-	63	160	117	62	73	18	90	500 00
85 75	237	189	1	221	224	180	111	14	2	30	425 25
72 20	104	75	-	90	84	95	60	20	3	40	500 00
50 00	47	35	-	47	47	40	34	3	-	12	50 00
59 92	176	153	12	164	150	135	78	25	10	95	209 75
72 72	56	52	-	46	50	56	51	3	5	4	100 00
125 00	56	51	-	25	24	30	-	26	8	30	500 00
60 00	58	49	-	53	46	44	22	2	2	19	65 00
71 00	42	33	-	42	29	28	29	-	-	15	177 50
72 00	46	42	4	37	43	26	27	1	-	12	210 87
60 00	14	13	5	9	14	10	10	-	-	7	86 25
36 00	72	60	26	46	58	22	23	-	-	10	95 00



## Returns of Free

TOWNS.	Total amt expended for instruction in Free High Schools.	Amount appropriated by vote of town or district.	Amount unexpended from last year's appropriation.	Amount paid by subscription for Free High Schools.	Amount received from tuition.	Number of terms of High School	Length of High School in weeks.
Milbridge .....	\$268 50	225 00	\$338 00	-	-	1	11
Milford .....	247 50	250 00	-	-	\$7 10	1	11
Mino .....	677 50	400 00	157 50	-	-	4	40
Milo .....	200 00	100 00	-	-	-	1	10
Monroe .....	383 00	300 00	-	-	20 00	2	18
Monson .....	636 00	500 00	-	-	*212 00	3	30
Monticello .....	292 50	125 00	75 00	-	-	2	20
Mt. Desert, Dist. No. 1.	140 00	-	-	\$ 40 00	-	1	10
Mt. Vernon .....	395 57	400 00	-	-	4 90	2	28
Newburgh .....	342 00	300 00	-	-	10 70	3	27
New Gloucester .....	302 50	400 00	70 65	-	-	2	17
Newport .....	585 00	600 00	-	-	-	2	26
New Sharon .....	388 00	200 00	-	-	13 50	2	20
New Vineyard .....	150 00	-	-	75 00	-	1	10
North Berwick .....	540 00	500 00	-	-	-	2	20
Norridgewock .....	394 00	-	197 00	-	-	2	26
Norway, Dist. No. 7 ..	542 33	182 00	232 42	-	44 50	1	11
Oakfield pl .....	175 00	181 25	-	-	-	1	10
Oldtown, Dist. No. 2...	1,407 00	500 00	-	-	25 00	3	35
Orono .....	1,650 00	500 00	-	-	-	3	36
Orrington .....	337 50	300 00	37 50	-	-	2	18
Oxford .....	339 90	300 00	-	-	14 65	1	11
Palmyra .....	250 00	-	-	125 00	-	1	10
Patten .....	517 50	450 00	-	-	29 25	2	22
Pembroke .....	1,477 33	500 00	-	-	5 50	3	36
Phillips .....	394 75	225 00	15 75	-	-	2	21
Plymouth .....	264 00	200 00	-	-	-	2	18
Poland .....	857 50	500 00	-	-	-	2	20
Portland .....	14,800 00	14,800 00	-	-	-	2	40
Presque Isle .....	490 00	200 00	84 00	-	16 00	2	19
Princeton .....	528 41	300 00	22 63	-	-	3	28
Raymond .....	295 00	300 00	-	-	5 00	4	32
Richmond .....	506 00	500 00	-	-	7 00	2	18
Rockland .....	2,249 00	1,000 00	-	-	30 00	3	34
Saco .....	1,995 00	1,000 00	-	-	-	4	40
Sanford .....	255 00	600 00	-	-	3 00	1	12
Sedgwick, Dist. No. 2..	183 00	100 00	-	-	35 67	1	12
Sherman .....	337 50	150 00	45 50	-	-	2	18
Skowhegan .....	1,525 00	500 00	-	-	48 00	2	21
Smithfield .....	130 00	-	-	65 00	1 50	1	10
South Thomaston .....	848 00	1,000 00	-	-	-	4	40
Springfield .....	243 75	250 00	-	-	16 00	1	10
Stetson .....	407 50	135 00	-	38 75	-	2	19
Thomaston .....	1,188 00	1,000 00	-	-	-	3	31
Thorndike, Dist. No. 4.	125 00	125 00	-	-	-	1	10
Topsham .....	1,089 00	1,000 00	-	-	-	3	33
Tremont .....	393 00	600 00	-	-	-	2	20
Troy .....	150 00	150 00	-	-	6 00	1	10
Turner .....	518 00	150 00	202 25	-	-	4	32
Unity, Dist. No. 9 .....	125 00	125 00	-	-	12 75	1	10
Vinalhaven .....	280 00	500 00	-	-	-	1	10
Wald .....	290 00	100 00	-	40 00	10 00	2	20
Wales .....	265 00	300 00	-	-	-	2	19
Waldoboro', Dist. No. 6.	1,000 00	1,000 00	-	-	2 00	3	36

\* Funds of Academies.

## High Schools—Continued.

Wages paid teachers, including board per month.	Whole number pupils registered.	Average attendance.	Number of pupils in Third Reader.	Number of pupils in Fourth Reader.	Number of pupils in Arithmetic.	Number of pupils in English Grammar.	Number of pupils in Geography.	Number of pupils in Ancient Languages.	Number of pupils in Modern Languages.	Number of pupils in Natural Sciences.	Amount paid from State Treasury.
\$90 00	62	58	-	62	40	42	38	-	-	30	\$134 25
90 00	56	46	-	54	49	34	49	2	-	1	120 20
67 75	296	247	87	209	296	296	296	45	10	60	338 75
80 00	72	63	6	66	68	60	42	2	11	16	100 00
167 00	155	135	23	125	83	58	59	3	-	6	181 50
98 00	125	81	-	115	99	43	75	6	4	8	212 00
57 50	30	25	6	13	30	4	20	2	1	4	146 25
56 00	29	26	8	21	29	26	29	-	-	10	70 00
56 00	209	173	24	149	170	119	83	-	-	26	195 33
50 67	90	75	10	68	80	64	78	-	-	11	165 65
67 50	82	62	-	40	66	51	48	8	5	10	157 25
79 12	137	109	-	-	124	74	46	10	2	35	292 50
77 60	104	88	-	100	94	91	68	3	-	5	187 25
60 00	35	30	4	31	35	30	18	-	-	5	75 00
108 00	71	63	20	51	67	47	35	9	-	10	270 00
60 62	140	90	-	50	60	60	40	-	15	40	197 00
-	120	108	-	80	99	91	55	29	6	-	248 91
70 00	55	45	12	36	45	30	32	-	-	10	87 50
160 91	80	65	-	80	30	35	12	4	-	-	500 00
183 33	82	76	-	82	82	60	21	10	6	42	500 00
75 00	43	33	-	38	33	31	19	1	4	8	168 75
123 60	50	43	-	46	46	23	11	6	2	7	162 62
100 00	76	60	-	76	70	54	30	4	2	6	125 00
95 00	138	110	-	138	125	125	52	-	-	90	244 12
135 44	129	94	-	118	119	129	119	11	12	55	500 00
75 19	84	61	15	69	66	38	27	2	8	12	197 37
58 00	98	77	21	75	76	48	45	-	-	-	132 00
171 50	167	131	27	140	108	111	55	24	38	71	428 75
1,280 00	401	389	-	135	80	-	30	308	152	277	500 00
103 16	130	98	-	67	104	87	65	10	7	12	237 00
75 00	111	93	-	102	106	90	73	21	-	20	264 20
37 50	132	110	34	98	101	35	53	5	9	51	145 00
112 44	66	59	-	66	49	46	37	12	4	8	249 50
263 00	105	85	-	105	50	50	-	50	-	105	500 00
199 50	60	53	-	60	28	28	-	53	23	60	500 00
85 00	51	45	-	51	36	34	12	9	-	27	126 00
61 00	33	30	-	33	31	23	23	-	-	13	73 67
75 00	72	61	12	50	50	35	22	3	-	10	168 75
290 47	158	121	1	115	83	83	87	25	6	65	500 00
52 00	33	26	-	33	26	19	16	-	-	7	64 25
84 80	210	177	-	177	173	202	162	10	-	73	424 00
96 00	82	63	8	74	82	40	60	-	-	4	113 87
85 80	70	56	13	57	66	52	27	3	-	7	173 75
155 00	56	48	-	48	36	8	15	40	15	47	500 00
50 00	25	17	1	24	25	20	9	-	-	5	62 50
132 00	80	71	-	46	35	50	36	9	-	-	500 00
78 60	102	88	24	78	100	90	90	-	-	16	196 50
60 00	50	40	-	50	45	50	12	-	-	-	72 00
68 50	215	170	25	190	180	72	54	20	20	20	274 00
50 00	32	30	-	32	32	25	9	1	5	4	56 12
112 00	56	48	-	56	55	49	30	-	-	11	140 00
116 00	91	73	17	74	81	31	41	-	-	12	140 00
55 00	99	78	19	27	78	66	30	5	-	21	132 50
111 11	136	125	-	48	26	28	33	18	16	14	439 00

*Returns of Free*

TOWNS.	Total amt expended for instruction in Free High Schools.	Amount appropriated by vote of town or district.	Amount unexpended from last year's appropriation.	Amount paid by subscription for Free High Schools.	Amount received from tuition.	Number of terms of High School.	Length of High School in weeks.
Waltham .....	\$137 50	\$75 00	-	-	\$3 43	1	11
Warren .....	1,015 00	1,500 00	-	-	-	4	38
Waterford .....	394 00	400 00	-	-	6 00	2	22
Waterville .....	1,155 00	1,000 00	-	-	-	4	40
Wells .....	993 75	1,500 00	-	-	-	3	31
Westbrook .....	1,507 00	500 00	-	-	9 00	5	53
West Waterville .....	991 67	1,000 00	\$25 33	-	29 75	3	30
Westport, Dist. Nos. 2 & 4	185 00	130 00	-	-	-	2	20
Weston .....	160 00	150 00	-	-	-	1	12
Wilton, Dist. Nos. 5 & 9	399 15	375 00	-	-	24 15	1	12
Winthrop .....	270 00	-	227 36	-	-	1	12
Winthrop, Dist. No. 4..	415 00	250 00	-	-	26 00	2	22
Wiscasset, Dist. No. 1..	1,947 00	500 00	-	-	-	3	33
Woolwich .....	525 00	-	296 75	-	-	2	28
Yarmouth .....	1,504 66	1,500 00	240 00	-	34 00	3	36
	120,280 41	87,775 00	5,875 39	1,127 25	2,437 42	355	3,776

*High Schools—Concluded.*

Wages paid teachers, including board, per month.	Whole number pupils registered.	Average attendance.	Number of pupils in Third Reader.	Number of pupils in Fourth Reader.	Number of pupils in Arithmetic.	Number of pupils in English Grammar.	Number of pupils in Geography.	Number of pupils in Ancient Languages.	Number of pupils in Modern Languages.	Number of pupils in Natural Sciences.	Amount paid from State Treasury.
\$50 00	50	40	7	35	47	30	20	-	-	12	\$67 03
105 32	76	44	-	61	46	46	46	6	-	21	500 00
71 63	76	69	10	68	57	69	41	12	-	48	194 00
57 25	66	68	-	-	-	20	20	60	18	30	500 00
125 00	196	165	12	182	173	163	27	17	17	66	496 87
94 87	166	117	-	144	85	58	73	27	7	59	500 00
130 00	82	40	-	-	46	35	6	22	4	40	480 96
37 00	63	55	35	28	45	22	32	-	-	2	46 25
50 00	32	22	18	12	14	14	14	-	-	-	20 00
133 15	64	38	-	-	34	49	12	30	-	20	187 50
90 00	35	30	-	35	25	20	-	5	1	15	135 00
75 45	44	25	-	44	44	20	-	28	-	30	194 50
236 00	200	175	80	120	180	80	160	15	-	20	500 00
75 00	87	73	-	87	87	87	87	-	-	63	262 50
183 00	60	59	-	38	21	38	27	20	2	4	500 00
-	14,828	11,652	1,006	10,905	10,272	8,813	5,901	2,566	976	4,425	\$39,969 51

## STATE SCHOOL MONEYS FOR 1874-5.

The amount of moneys available from the State Treasury in the interest of the Common Schools for the year April 1, 1874, to April 1, 1875, is as follows:

1. Savings Bank Tax, payable July 1, 1874.....\$142,030
2. Interest of School Fund, payable July 1, 1874... 19,558
3. School Mill Fund, payable Jan. 1, 1875 ..... 224,570

The following apportionment has been made to the several towns, on the basis of number of youth between the ages of four and twenty-one years, as returned to State Superintendent of Common Schools by the town school officers:

## COUNTY OF ANDROSCOGGIN.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax.	Total.
Auburn .....	2,266	\$1,624 63	\$2,268 71	\$3,893 34
Durham .....	480	344 13	480 58	824 71
East Livermore .....	325	233 00	325 38	558 38
Greene .....	368	263 84	368 43	632 27
Lewiston .....	6,279	4,501 73	6,286 52	10,788 25
Lisbon .....	723	518 35	723 84	1,242 19
Leeds .....	392	281 04	392 47	673 51
Livermore .....	460	329 80	460 55	790 35
Minot .....	600	430 17	600 71	1,030 88
Poland .....	1,041	746 35	1,042 25	1,788 60
Turner .....	798	572 13	798 95	1,371 08
Wales .....	193	124 03	173 23	297 26
Webster .....	336	240 89	336 40	577 29

## COUNTY OF AROOSTOOK.

Amity .....	111	79 58	111 12	190 70
Bridgewater .....	299	214 37	299 35	513 72
Benedicta .....	128	91 77	128 14	219 91
Blaine .....	274	196 45	274 32	470 77
Dalton .....	243	174 22	243 29	417 51
Easton .....	256	183 53	256 30	439 83
Fort Fairfield .....	912	653 85	913 08	1,566 93
Fort Kent .....	582	417 25	582 60	999 85
Frenchville .....	932	668 19	933 02	1,601 21
Grand Isle .....	357	255 94	357 42	613 36
Hersey .....	45	32 26	45 05	77 31
Hodgdon .....	400	286 78	400 48	687 26
Houlton .....	853	611 55	854 01	1,465 56
Island Falls .....	82	58 78	82 10	140 88
Limestone .....	155	111 11	155 18	266 29
Linneus .....	375	268 85	375 44	644 29
Littleton .....	333	238 74	333 40	572 14
Ludlow .....	170	121 88	170 20	292 08

## COUNTY OF AROOSTOOK—CONCLUDED.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax.	Total.
Lyndon .....	794	\$569 26	\$794 75	\$1,364 01
Madawaska .....	507	363 49	507 60	871 09
Mars Hill .....	213	152 71	213 24	365. 95
Masardis .....	64	45 89	64 07	109 96
Maysville .....	432	309 72	432 32	742 04
Monticello .....	313	224 40	313 36	537 76
New Limerick .....	185	132 62	185 22	317 84
Orient .....	105	75 27	105 12	180 39
Presque Isle .....	456	326 92	456 44	783 36
Sherman .....	297	212 94	297 35	510 29
Smyrna .....	58	41 58	58 06	99 64
Washburn .....	231	165 62	231 28	396 90
Waston .....	128	91 77	128 14	219 91
Bancroft plantation .....	96	68 83	96 11	164 94
Castle Hill plantation .....	135	96 78	135 16	231 94
Crystal .....	106	75 99	106 12	182 11
Cyr .....	192	137 65	192 23	329 88
Eagle Lake .....	62	44 45	62 07	106 52
Glenwood .....	81	58 07	81 10	139 17
Hamlin .....	271	194 30	271 30	465 00
Haynesville .....	28	20 18	28 02	48 20
Letter K .....	60	43 00	60 07	103 07
Macwahoc .....	82	58 78	82 10	140 88
Mapleton .....	192	137 65	192 23	329 88
Moro .....	71	50 91	71 08	121 99
Molunkus .....	26	18 64	26 02	44 66
No. 11, R. 1 .....	146	104 67	146 17	250 84
Oakfield .....	258	184 87	258 30	443 07
Oxbow .....	48	34 42	48 05	82 47
Perham .....	49	35 14	49 05	82 19
Portage Lake .....	53	39 42	55 06	94 48
Reed .....	22	15 77	22 02	37 79
Silver Ridge .....	78	55 93	78 08	134 01
St. Francis .....	160	114 71	160 19	274 90
St. John .....	79	56 64	79 08	135 72
Wallgrass .....	194	139 09	194 23	333 32
Westfield .....	46	32 98	46 05	79 03
Woodland .....	182	130 47	182 20	312 67
Van Buren .....	462	331 23	462 55	793 78
New Sweden .....	132	94 63	132 16	226 79

## COUNTY OF CUMBERLAND.

Baldwin .....	353	253 07	353 42	606 49
Bridgton .....	834	597 94	834 99	1,432 93
Brunswick .....	1,793	1,285 49	1,795 15	3,080 64
Cape Elizabeth .....	1,805	1,294 09	1,807 15	3,101 24
Casco .....	391	280 33	391 47	671 80
Cumberland .....	548	392 89	548 65	941 54
Deering .....	1,188	851 73	1,189 42	2,041 15
Falmouth .....	550	394 31	550 66	944 97
Freeport .....	708	507 60	708 84	1,216 44
Gorham .....	1,067	764 99	1,068 27	1,813 26
Gray .....	572	410 09	572 68	982 77
Harpwell .....	616	441 64	616 71	1,058 35
Harrison .....	355	254 54	355 49	610 03
Naples .....	420	301 12	420 50	721 62
New Gloucester .....	471	337 69	471 56	809 25
North Yarmouth .....	283	202 89	283 34	486 23
Otisfield .....	338	242 33	338 40	580 73
Portland .....	10,132	7,264 13	10,144 16	17,408 29
Pownal .....	303	217 23	303 36	520 59
Raymond .....	445	319 04	445 53	764 57

## COUNTY OF CUMBERLAND—CONCLUDED.

TOWNS.	No. of Scholars.	School Fund	Mill Tax.	Total.
Scarboro'	598	\$428 74	\$598 71	\$1,027 45
Sebago	278	199 32	278 32	477 64
Standish	602	431 64	602 71	1,034 35
Westbrook	875	627 33	876 03	1,503 36
Windham	765	548 46	765 91	1,314 37
Yarmouth	589	422 27	589 70	1,011 97

## COUNTY OF FRANKLIN.

Avon	206	147 69	206 24	353 93
Carthage	165	118 29	165 19	283 48
Chesterville	323	231 57	323 38	554 85
Farmington	1,041	746 35	1,042 25	1,788 60
Freeman	210	150 56	210 24	360 80
Industry	285	204 32	285 34	489 66
Jay	503	360 62	503 60	863 22
Kingfield	177	126 90	177 20	304 10
Madrid	153	109 68	153 18	262 86
New Sharon	443	317 61	443 53	760 14
New Vineyard	277	198 60	277 32	475 92
Phillips	449	321 96	449 53	771 49
Rangely	157	112 55	157 28	269 83
Salem	116	83 16	116 12	199 28
Strong	178	127 62	178 20	305 82
Temple	191	136 94	191 23	328 17
Weld	355	254 50	355 42	609 92
Wilton	617	442 36	617 74	1,060 10
Eustis plantation	128	91 77	128 14	219 91
Letter E	9	6 45	9 00	15 45
Perkins	51	36 56	51 06	87 62
Rangely	11	7 89	11 02	18 91
No. 6	16	11 47	16 05	27 52
Dallas	67	48 04	67 07	115 14
Sandy River plantation	26	18 64	26 02	44 66
Washington	27	19 36	27 02	46 38
Lang	14	10 04	14 05	24 29
Greenvale	15	10 75	15 03	25 78
Coplin	40	28 68	40 05	68 73

## COUNTY OF HANCOCK.

Amherst	162	116 14	162 19	278 33
Aurora	100	71 69	100 12	171 81
Bluehill	630	451 68	630 75	1,082 43
Brooklin	360	258 10	360 43	618 53
Brooksville	555	397 89	555 66	953 55
Bucksport	1,109	795 09	1,110 32	1,905 41
Castine	442	316 89	442 53	759 42
Cranberry Isles	134	96 07	134 26	230 33
Deer Isle	1,406	1,008 03	1,407 68	2,415 71
Dedham	152	108 96	152 18	261 14
Eastbrook	84	60 22	84 10	144 32
Eden	474	339 84	474 56	814 40
Ellsworth	2,015	1,444 65	2,017 48	3,462 13
Franklin	418	299 69	418 48	718 17
Gouldsboro'	651	466 73	651 77	1,118 50
Hancock	364	260 97	364 43	625 40
Lamoine	230	164 90	230 28	394 18
Mariaville	128	91 77	128 14	219 91
Mt Desert	399	286 06	399 47	685 53
Orland	575	412 24	575 68	987 92
Otis	116	83 16	116 12	199 28
Penobscot	545	390 73	545 65	936 38
Sedgwick	399	286 06	399 47	685 53

## COUNTY OF HANCOCK—CONCLUDED.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax.	Total.
Sullivan .....	283	\$202 89	\$283 34	\$485 23
Surry .....	450	322 62	450 54	773 16
Tremont .....	757	542 74	757 90	1,299 64
Trenton .....	276	197 88	276 32	474 20
Waltham .....	139	99 65	139 16	238 81
Verona .....	152	108 96	152 18	261 14
Long Island .....	66	47 32	66 07	113 39
Swan " .....	236	169 20	236 28	405 48
No. 7 .....	22	15 77	22 02	37 79
No 10 .....	4	2 87	4 00	6 87
No 21, N. Div .....	24	17 31	24 02	41 33
No 33, " .....	49	35 13	49 05	84 18
Isle au Haut .....	90	64 53	90 11	154 64

## COUNTY OF KENNEBEC.

Albion .....	433	310 44	433 52	743 96
Augusta .....	2,221	1,592 35	2,223 66	3,816 01
Belgrade .....	507	363 47	507 60	871 07
Benton .....	419	300 40	419 48	719 88
Chelsea .....	285	204 32	285 34	489 66
China .....	621	445 23	621 73	1,066 96
Clinton .....	701	502 58	701 84	1,204 42
Farmingdale .....	201	144 11	201 24	345 35
Fayette .....	293	210 07	293 36	503 43
Gardiner .....	1,372	983 65	1,373 66	2,357 21
Hallowell .....	924	662 46	925 20	1,587 66
Litchfield .....	485	347 71	485 58	833 29
Manchester .....	220	157 73	220 26	377 99
Monmouth .....	489	350 58	489 58	840 16
Mt. Vernon .....	360	258 10	360 43	618 53
Pittston .....	793	568 54	793 95	1,362 49
Readfield .....	385	276 01	385 46	661 47
Rome .....	229	164 18	229 26	393 44
Sidney .....	425	304 70	425 50	730 20
Vassalboro' .....	1,000	716 95	1,001 20	1,718 15
Vienna .....	247	177 09	247 29	424 38
Waterville .....	1,107	793 66	1,108 44	1,902 10
Wayne .....	302	216 51	302 36	518 87
West Gardiner .....	382	273 86	382 46	656 32
West Waterville .....	558	400 05	558 66	958 71
Windsor .....	406	291 08	406 48	697 56
Winslow .....	503	360 62	503 60	864 22
Winthrop .....	703	504 12	703 84	1,207 96
Unity plantation .....	24	17 21	24 02	41 23

## COUNTY OF KNOX.

Appleton .....	512	367 07	512 60	879 67
Camden .....	1,625	1,165 04	1,626 93	2,791 97
Cushing .....	253	181 38	253 30	434 60
Friendship .....	328	235 16	328 38	563 54
Hope .....	272	195 01	272 32	467 33
North Haven .....	246	176 37	246 29	412 66
Rockland .....	2,410	1,727 85	2,412 88	4,140 73
South Thomaston .....	710	509 03	710 84	1,219 87
St. George .....	917	657 44	918 18	1,575 62
Thomaston .....	925	663 17	926 11	1,589 28
Union .....	592	424 43	592 71	1,017 14
Vinalhaven .....	1,033	740 65	1,034 24	1,774 89
Warren .....	681	488 24	681 86	1,170 10
Washington .....	453	324 77	453 54	778 31
Matinicus Isle .....	102	73 14	102 12	175 26
Muscle Ridge plantation .....	29	20 79	29 02	49 81



## COUNTY OF LINCOLN.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax.	Total.
Alna .....	255	\$182 81	\$255 30	\$438 11
Boothbay .....	1,143	819 47	1,144 37	1,963 84
Bremen .....	287	205 76	287 34	493 10
Bristol .....	1,125	806 56	1,126 34	1,932 90
Damariscotta .....	408	292 52	408 50	701 02
Dresden .....	260	186 43	260 31	446 74
Edgecomb .....	375	268 85	375 41	644 28
Jefferson .....	653	468 16	653 77	1,121 93
New Castle .....	679	486 81	679 79	1,166 60
Nobleboro' .....	439	314 74	439 52	754 26
Somerville .....	168	120 45	168 19	288 64
Southport .....	251	179 95	251 30	431 25
Waldoboro' .....	1,394	999 43	1,395 67	2,395 10
Westport .....	241	172 79	241 29	414 08
Whitefield .....	587	420 80	587 70	1,008 50
Wiscasset .....	628	450 25	628 76	1,079 01
Monhegan Isle .....	36	25 86	36 04	61 94

## COUNTY OF OXFORD.

Albany .....	250	179 23	250 30	429 53
Andover .....	263	188 56	263 31	451 87
Bethel .....	764	547 75	764 91	1,312 66
Brownfield .....	460	329 80	460 58	790 38
Buckfield .....	479	343 42	479 56	822 98
Byron .....	69	49 47	69 07	118 56
Canton .....	315	225 83	315 36	541 19
Denmark .....	374	269 14	374 44	643 58
Dixfield .....	323	231 57	323 48	555 05
Fryeburg .....	512	367 07	512 60	879 67
Gilead .....	119	85 31	119 15	204 46
Grafton .....	33	23 66	33 04	56 70
Greenwood .....	363	260 25	363 44	623 69
Hanover .....	48	34 42	48 05	82 74
Hartford .....	320	229 42	320 34	549 76
Hebron .....	211	151 28	211 26	362 54
Hiram .....	481	344 85	481 60	826 45
Lovell .....	425	304 76	425 50	730 20
Mason .....	46	32 98	46 05	79 03
Mexico .....	150	107 53	150 18	257 71
Newry .....	134	96 07	134 16	230 23
Norway .....	694	497 57	694 82	1,192 39
Oxford .....	562	402 92	562 69	965 61
Paris .....	1,041	746 30	1,042 20	1,788 50
Peru .....	333	238 74	333 40	572 14
Porter .....	411	294 67	411 48	706 15
Roxbury .....	59	42 29	59 06	101 35
Rumford .....	440	315 46	440 53	755 99
Stow .....	152	108 96	152 18	260 14
Stoneham .....	160	114 71	160 19	274 90
Sunmer .....	390	279 61	390 49	670 10
Sweden .....	163	116 86	163 19	280 05
Upton .....	71	50 91	71 08	121 99
Waterford .....	483	346 28	483 58	829 86
Woodstock .....	369	264 55	369 43	633 98
Andover N Surplus .....	11	7 89	11 00	18 89
Franklin plantation .....	64	45 89	64 07	109 96
Fryeburg Academy Grant .....	6	4 30	6 00	10 30
Hamlin plantation .....	40	28 68	40 05	68 73
Lincoln " .....	10	7 17	10 01	17 18
Milton " .....	96	68 83	96 11	164 94
Riley " .....	8	5 74	8 00	13 74

## COUNTY OF PENOBSBOT.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax.	Total.
Alton .....	190	\$136 22	\$190 23	\$326 45
Argyle .....	100	71 69	100 12	171 81
Bangor .....	5,265	3,774 74	5,271 35	9,046 09
Bradford .....	507	363 49	507 60	871 09
Bradley .....	329	235 87	329 38	565 25
Brewer .....	1,103	790 79	1,104 34	1,895 13
Burlington .....	236	169 20	236 28	405 48
Carmel .....	461	331 23	461 55	792 78
Carroll .....	278	199 32	278 32	477 64
Charlotte .....	461	330 52	461 55	792 07
Chester .....	154	110 40	154 23	264 68
Clifton .....	145	103 95	145 17	249 12
Corinna .....	495	354 18	494 59	848 77
Corinth .....	474	339 84	474 56	814 40
Dexter .....	903	647 40	934 10	1,551 50
Dixmont .....	460	329 80	460 56	790 36
Eddington .....	245	175 65	245 29	420 94
Edinburg .....	20	14 34	20 02	34 36
Enfield .....	227	162 75	227 28	390 03
Etna .....	314	225 09	314 36	539 45
Exeter .....	489	350 58	489 58	840 16
Garland .....	420	301 12	420 50	721 62
Glenburn .....	270	193 58	270 32	464 90
Greenbush .....	278	199 32	278 32	477 64
Greenfield .....	230	164 90	230 28	394 18
Hampden .....	1,017	729 14	1,018 20	1,747 34
Hermon .....	561	402 21	561 67	963 88
Holden .....	273	195 73	273 32	469 05
Howland .....	45	32 26	45 05	77 31
Hudson .....	264	188 28	264 31	452 59
Kenduskeag .....	255	182 81	255 30	438 11
Kingman .....	156	111 83	156 28	268 11
Lagrange .....	248	177 81	248 29	426 10
Lee .....	378	271 48	378 44	649 92
Levant .....	440	315 46	440 53	755 99
Lincoln .....	626	448 71	626 73	1,075 44
Lowell .....	161	115 43	161 19	276 62
Mattawankeag .....	144	103 24	144 17	247 41
Maxfield .....	54	38 71	54 06	92 77
Milford .....	292	209 35	292 35	501 70
Mt. Chase .....	115	82 44	115 15	197 59
Newburg .....	323	231 57	323 38	554 95
Newport .....	500	358 47	500 60	859 07
Oldtown .....	1,288	923 43	1,289 54	2,212 97
Orono .....	986	706 90	987 18	1,694 08
Orrington .....	638	457 42	638 75	1,096 17
Passadunkkeag .....	99	70 98	99 14	170 12
Patten .....	290	207 92	290 35	498 27
Plymouth .....	299	214 37	299 35	513 72
Prentiss .....	174	124 75	174 20	298 95
Springfield .....	267	191 43	267 34	458 77
Stetson .....	317	227 27	317 36	544 63
Veazie .....	285	204 32	285 34	489 66
Winn .....	251	179 95	251 30	431 25
Drew plantation .....	30	21 51	30 04	51 55
Medway plantation .....	240	172 07	240 29	412 36
Pattagumpus plantation .....	39	27 96	39 04	67 00
Webster plantation .....	27	19 36	27 02	46 38
Woodville plantation .....	67	48 04	67 07	115 11
No. 1, North Division plantation .....	36	25 81	36 04	61 85
No. 2, Grand Falls plantation .....	28	20 08	28 02	48 10
Lakeville plantation .....	53	37 99	53 06	91 05
Stacyville .....	56	40 14	56 06	96 20

## COUNTY OF PISCATAQUIS.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax.	Total.
Abbot .....	270	\$193 58	\$270 34	\$463 92
Atkinson .....	335	240 17	335 40	575 57
Barnard .....	47	33 70	47 05	80 75
Blanchard .....	69	49 47	69 07	118 54
Brownville .....	366	262 40	366 43	628 83
Dover .....	674	483 23	674 89	1,158 12
Foxcroft .....	418	299 69	418 48	718 17
Guilford .....	254	182 10	254 30	436 40
Greenville .....	164	117 58	164 19	281 77
Kingsbury .....	79	56 64	79 08	135 72
Medford .....	120	86 03	120 15	206 18
Monson .....	265	189 99	265 31	455 30
Milo .....	371	265 99	371 45	637 44
Orneville .....	223	159 88	223 26	383 14
Parkman .....	401	287 50	401 48	688 98
Sangerville .....	383	274 58	383 46	658 04
Sebec .....	370	265 27	370 44	635 71
Shirley .....	89	63 80	89 12	152 92
Wellington .....	256	183 53	256 30	439 83
Williamsburg .....	77	55 24	77 08	132 32

## COUNTY OF SAGADAHOC.

Arrowsic .....	61	43 74	61 07	104 81
Bath .....	2,830	2,028 97	2,833 39	4,862 36
Bowdoinham .....	577	413 68	577 68	991 36
Bowdoin .....	484	347 00	484 58	831 58
Georgetown .....	413	296 11	413 48	709 59
Perkins .....	18	12 94	18 02	30 96
Phippsburg .....	512	367 07	512 62	879 69
Richmond .....	802	574 99	802 95	1,377 94
Topsham .....	453	324 77	453 54	778 31
West Bath .....	115	82 44	115 13	197 57
Woolwich .....	353	253 07	353 44	606 51

## COUNTY OF SOMERSET.

Anson .....	605	433 75	605 71	1,039 46
Athens .....	564	404 36	564 67	969 03
Bingham .....	306	219 38	306 36	525 74
Brighton .....	251	179 55	251 30	431 25
Cambridge .....	166	119 01	166 19	285 20
Cansan .....	542	388 58	542 67	931 25
Concord .....	175	125 46	175 20	300 66
Cornville .....	268	192 15	268 31	460 46
Detroit .....	253	181 38	253 30	434 68
Emden .....	286	205 04	286 34	491 38
Fairfield .....	1,059	759 24	1,060 26	1,819 50
Harmony .....	340	243 76	340 40	584 16
Hartland .....	401	287 50	401 48	688 98
Lexington .....	142	101 80	142 17	243 97
Madison .....	456	326 92	456 50	783 42
Mayfield .....	36	25 81	36 04	61 85
Mercer .....	315	225 83	315 36	541 19
Moscow .....	220	157 73	220 29	378 02
New Portland .....	530	379 98	530 64	910 62
Norridgewock .....	523	374 96	523 62	898 58
Ralmyra .....	480	344 13	480 58	824 61
Pittsfield .....	714	511 90	714 84	1,226 74
Ripley .....	204	146 26	204 26	350 52
St. Albans .....	564	404 36	564 67	969 03
Solon .....	383	274 58	383 46	658 04
Skowhegan .....	1,400	1,003 73	1,401 68	2,405 41

## COUNTY OF SOMERSET—CONCLUDED.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax.	Total.
Smithfield .....	229	\$164 18	\$229 26	\$393 44
Starks .....	368	263 84	368 43	632 27
Dead River plantation .....	35	75 09	35 04	60 13
Dennistown .....	25	17 92	25 03	42 95
Flag Staff .....	19	13 62	19 00	32 62
Jackmantown .....	40	28 68	40 05	68 73
Moose River .....	45	32 28	45 05	77 33
Pleasant Ridge .....	46	32 98	46 05	79 03
West Forks .....	33	23 66	33 04	56 70
The Forks .....	56	40 14	56 06	96 20
Carratunk .....	63	45 17	63 07	108 24
Carrying Place .....	18	12 91	18 02	31 03
Highland .....	39	27 96	39 04	67 00
No. 1, R. 2 .....	53	37 99	53 06	91 05
No. 2, R. 5 .....	36	25 81	36 04	61 85

## COUNTY OF WALDO.

Belfast .....	1,651	1,183 68	1,652 97	2,836 65
Belmont .....	208	149 13	208 24	357 37
Brooks .....	286	205 04	286 34	491 38
Burnham .....	404	289 65	404 48	694 13
Frankfort .....	428	306 86	428 50	735 36
Freedom .....	237	169 92	237 28	407 20
Islesboro' .....	460	329 80	460 55	790 35
Jackson .....	240	172 07	240 24	412 31
Knox .....	355	254 50	355 42	609 92
Liberty .....	345	247 34	345 40	592 74
Lincolnton .....	773	554 20	773 92	1,328 12
Monroe .....	469	336 25	469 55	805 80
Montville .....	490	351 31	490 59	841 90
Morrill .....	185	132 62	185 20	317 82
Northport .....	315	225 83	315 36	541 19
Palermo .....	402	288 24	402 48	690 72
Prospect .....	291	208 64	291 35	499 99
Searsport .....	747	535 56	747 89	1,283 45
Searsmont .....	566	405 79	566 67	972 46
Stockton .....	665	476 77	665 78	1,142 55
Swanville .....	290	207 92	290 35	498 27
Thorndike .....	243	174 22	243 29	417 51
Troy .....	440	315 46	440 53	755 99
Unity .....	380	272 43	380 46	652 89
Waldo .....	266	190 74	266 30	457 04
Winterport .....	1,135	813 73	1,136 30	1,950 09

## COUNTY OF WASHINGTON.

Addison .....	445	319 04	445 53	764 57
Alexander .....	217	155 58	217 24	372 82
Baileyville .....	177	126 90	177 20	304 10
Baring .....	128	91 77	128 14	219 91
Beddington .....	60	43 02	60 07	103 09
Calais .....	2,631	1,886 30	2,634 35	4,520 05
Centreville .....	53	37 99	53 06	91 05
Charlotte .....	182	130 47	182 22	312 69
Cherryfield .....	737	528 39	737 88	1,266 27
Columbia .....	262	187 84	262 32	450 16
Columbia Falls .....	241	172 79	241 29	414 08
Cooper .....	162	116 14	162 19	278 33
Crawford .....	86	63 80	89 10	152 90
Cutler .....	363	260 25	363 43	623 68
Danforth .....	183	131 19	183 22	314 41
Deblois .....	63	45 17	63 07	108 24

## COUNTY OF WASHINGTON—CONCLUDED.

TOWNS.	No. of Scholars.	School Fund	Mill Tax.	Total.
Dennysville .....	252	\$180 66	\$252 30	\$432 96
East Machias .....	832	596 50	832 99	1,429 49
Eastport .....	1,656	1,187 26	1,657 96	2,845 22
Eaton .....	86	60 65	86 10	146 75
Edmunds .....	176	126 18	176 20	302 38
Harrington .....	498	357 05	498 59	855 64
Jonesboro' .....	208	149 13	208 24	357 37
Jonesport .....	638	457 42	638 75	1,096 17
Lubec .....	850	609 40	851 04	1,460 44
Machias .....	1,052	754 23	1,053 46	1,807 69
Machiasport .....	677	485 38	677 79	1,163 17
Marion .....	84	60 22	84 10	144 32
Marshfield .....	161	115 43	161 19	276 62
Meddybeeps .....	85	60 93	85 10	146 03
Millbridge .....	656	470 31	656 77	1,127 08
Northfield .....	100	71 69	100 12	171 81
Pembroke .....	1,120	802 98	1,121 32	1,924 30
Perry .....	478	342 71	478 56	821 27
Princeton .....	441	316 18	441 53	757 71
Robbinston .....	438	314 03	438 52	752 55
Steuben .....	426	305 42	426 50	731 92
Topsfield .....	220	157 73	220 26	377 99
Trescott .....	246	176 37	246 29	422 66
Vanceboro' .....	142	101 80	142 17	243 97
Wesley .....	151	108 25	151 18	259 43
Whiting .....	267	191 43	267 31	458 74
Whitneyville .....	239	171 35	239 28	410 63
Codyville plantation .....	27	19 36	27 02	46 38
Jackson Brook plantation .....	125	89 61	125 14	214 75
Talmadge plantation .....	40	28 68	40 05	68 73
Waite .....	44	31 55	44 05	75 60
No. 7, R. 2 " .....	72	51 62	72 08	123 70
No. 14 plantation .....	59	43 29	59 06	102 35
No. 18 " .....	16	11 47	16 00	27 47
No. 21 " .....	66	47 32	66 07	113 39

## COUNTY OF YORK.

Acton .....	340	243 76	340 41	584 71
Alfred .....	339	243 04	339 40	582 04
Berwick .....	843	604 39	844 00	1,448 99
Biddeford .....	3,896	2,793 24	3,900 66	6,693 43
Buxton .....	798	572 13	798 95	1,361 80
Cornish .....	385	276 01	385 46	661 47
Dayton .....	215	154 14	215 24	369 38
Elliot .....	574	411 53	574 68	986 21
Hollis .....	542	388 58	542 65	931 23
Kennebunk .....	900	645 25	901 18	1,546 43
Kennebunkport .....	755	541 28	755 90	1,297 18
Kittery .....	1,112	797 24	1,113 32	1,910 56
Lebanon .....	650	466 01	650 77	1,116 78
Limerick .....	497	356 33	497 59	853 92
Limington .....	495	354 89	495 59	850 48
Lyman .....	308	220 82	308 36	529 18
Newfield .....	350	250 92	350 42	601 34
North Berwick .....	592	424 43	592 71	1,017 14
Parsonsfield .....	594	425 87	594 71	1,020 58
Saco .....	2,015	1,444 65	2,017 40	3,461 05
Shapleigh .....	370	265 27	370 44	635 71
Sanford .....	753	539 85	753 90	1,293 75
South Berwick .....	916	656 72	917 11	1,573 83
Waterboro' .....	579	415 22	579 68	994 90
Wells .....	946	678 23	947 13	1,625 36
York .....	851	610 12	852 04	1,462 16

## RECAPITULATION.

COUNTIES.	No. of Scholars.	School Fund.	Mill Tax Fund.
Androscoggin .....	14,241	\$10,210 09	\$14,258 03
Aroostook .....	13,603	9,752 39	13,619 25
Cumberland .....	26,879	19,270 90	26,911 14
Franklin .....	6,250	4,480 93	6,257 50
Hancock .....	13,996	10,034 43	14,012 74
Kennebec .....	16,595	11,897 78	16,614 90
Knox .....	11,088	7,949 54	11,101 30
Lincoln .....	8,929	6,401 64	8,939 70
Oxford .....	11,702	8,389 74	11,716 04
Penobscot .....	25,375	18,192 60	25,405 44
Piscataquis .....	5,231	3,750 37	5,237 28
Sagadahoc .....	6,618	4,744 78	6,625 90
Somerset .....	12,288	8,809 88	12,302 54
Waldo .....	12,271	8,797 70	12,285 50
Washington .....	18,621	13,350 33	18,643 30
York .....	20,615	14,779 92	20,639 70
	224,302	\$160,813 02	\$224,570 26

## APPORTIONMENT OF SCHOOL MONEYS.

As indicated on page 9 of this report, the total (\$386,158) of the foregoing sums is apportioned to the several towns by the State Treasurer on the basis of population between the ages of four and twenty-one. I have in the same connection made objections to this method of apportionment and given my reasons therefor. I have also indicated that the apportionment ought to be made on the basis of *school enrollment*, that is, the number of *different* pupils enrolled on the teachers' registers during the school year, (from April 1 to April 1), counting as enrolled pupils only those who have attended at least two weeks. Teachers are now required by law to keep registers, to enroll pupils, to reckon as pupils only those attending two weeks or more, and to deposit said registers with the school officers before receiving payment for services. The school committees, therefore, now have, or ought to have, in their possession all the data necessary to make proper returns of the *school enrollment* to office of State Superintendent. The latter officer makes returns to State treasurer for his information in making present apportionment. No great change is required therefore in the present law. I would suggest that Section 92, School Laws be repealed, and the following substituted:

The treasurer shall immediately after the first day of July apportion to the towns all State school funds for the year and all apportionments of moneys to be paid from the State treasury in aid of

the common schools of this State, shall be made upon the basis of the number of different children between four and twenty-one years of age attending school according to the list of children furnished by the State Superintendent of common schools, as provided in section seventy-four. Immediately after making the apportionment, the treasurer shall notify each town of its proportion, which shall not be paid to any town till the school returns required by law are made to the State Superintendent of common schools.

All acts and parts of acts inconsistent with this act, are hereby repealed.

#### NON-EXPENDITURE OF SCHOOL MONEYS.

The school moneys are now derived chiefly from two sources, viz: *town* or municipal taxation, eighty cents *per capita*, and *State* taxation on property and savings bank deposits. The former is ordered by the State, and unless each town shall raise and expend annually, for the support of schools therein a sum of money, exclusive of the income of any corporate school fund, or of any grant from the revenue or funds of the State, or of any voluntary donation, devise or bequest, or of any forfeiture accruing to the use of schools, not less than eighty cents for each inhabitant, such town shall rest under penalty of forfeiting not less than twice nor more than four times the amount of its deficiency; and furthermore, no town neglecting to raise the sum required by law shall receive any part of the State school fund. So far as the *town* moneys are concerned, there seem to be sufficient penalties attached to the non-fulfillment of legal requirements. But so far as the *State* gratuities are concerned, there seems to be no requirement of law that the annual gifts from the State treasury shall annually, or even ever, be expended by the several towns for school purposes, nor is there any penalty for the non-expenditure, except the possibility that the governor and council may order the State treasurer to withhold further payments when they have reason to believe any town has failed to faithfully expend the moneys received from the State. Of course, it is naturally expected that all the towns will feel sufficiently interested in the educational welfare of their respective communities to expend annually all the moneys received from the State. Several facts, however, incline us to the belief that such moneys are not fully expended every year. In order therefore that the youth of the

State may enjoy the full facilities for education proposed by the tax payers, and that the annual expenditure of the State school moneys may be secured, I recommend that the present penalty relating to the proper expenditure of town moneys be extended so as to include the proper expenditure of State gratuities to the common schools.

#### FISCAL STATEMENTS FROM TOWN OFFICERS.

For the past two or three years I have endeavored to secure annual statements from town officers in relation to school revenues and expenditures. My attempts have been only partially successful, as will be seen by reference to the abstract of returns in the Appendix. An examination of these data shows that in many instances the expenditures of school moneys do not equal the receipts or revenues. We have no means at present by which the State can obtain a reliable exhibit of school receipts and expenditures. Therefore, sufficient grounds for "reason to believe," on the part of the governor and council that the school funds of the State have not been faithfully expended, cannot very easily be presented. It seems to me very proper and reasonable that the municipal officers, whose duty it is to make detailed written or printed reports of all their financial transactions at the annual town meeting, should transmit to the office of State Superintendent of common schools such an abstract from the annual report as shall clearly indicate the revenues for and the cost of the schools. To secure this, I suggest the following Legislative enactment:

An Act in relation to fiscal school returns of towns to be made to the State Superintendent of common schools.

Section 1. The assessors or municipal officers of each city, town or plantation, shall immediately after the annual meeting in each year, make to the State Superintendent of common schools, a certificate under oath, embracing the following items:

First. The amount of money voted for common schools at the last preceding annual meeting.

Second. The amount of school moneys payable to the town from the State treasury during the last school year, meaning by the school year the year ending with the annual town meeting.

Third. The amount of money actually expended for common schools during the last school year.

Fourth. The amount of school money unexpended, whether in the town treasury or in the hands of district agents.



Fifth. Answers to such other inquiries as may be presented to secure a full and complete statement of school revenues and school expenditures.

Section 2. It shall be the duty of the State Superintendent of common schools to prepare and furnish to the town officers such blanks as he may deem proper to secure the fiscal returns required in section one of this act. And furthermore, it shall be the duty of the said superintendent to return to the State treasurer on the first day of July, annually, a list of such towns as have made the fiscal returns required by section one of this act, and no school moneys shall be paid by the State treasurer to any town so long as it neglects to make such fiscal returns.

#### TEACHERS' INSTITUTES.

The regular county institutes have been held during the past year, under the conductorship of Hon. John H. French, Prof. N. A. Luce and Hon. W. J. Corthell. The sessions commenced August 3d, and continued five days each week till November 20th, making sixteen consecutive weeks of Institute instruction. The whole attendance of teachers actually engaged in the schools of Maine was about one thousand; the entire cost of institutes was \$3,109, making the average cost to the State for each teacher about \$3.00 (see appendix). The appropriation for institutes was \$4,000. Besides the regular attendance of teachers above indicated, there was a fair attendance of citizens, particularly at the evening sessions. At these latter meetings subjects of general interest were presented, and quite often were followed by discussions in which the various views and educational wants of the public were freely and fairly presented. While we are frank to confess that the attendance of teachers has been very much smaller than it ought to have been, and the general good effects of institute instruction are not therefore so widely extended as they ought to be, nevertheless, as this is the only avenue at present by which the State can reach the teaching force to infuse new life or inspire to well directed activities, the only agency by which we can expect annually to reach a majority of the school officers and a large number of the citizens in the consideration of ordinary school affairs, I am inclined to recommend the continuance of the institutes. The appropriation, however, can be reduced to \$3,000; and I would also suggest that the law in relation to teachers' con-

tracts be so modified as to allow their wages to continue during their week's attendance at the institute. Now, a premium, so to speak, is paid to stay away from the institute, as teachers are generally obliged to lose their wages and pay expenses while preparing themselves to work more efficiently in the school-room. If it is worth while for the State to contribute \$6,000 annually for agricultural purposes, or \$11,000 to keep up the form and spirit of the military system, as we have no doubt it is, certainly we can not deem it unprofitable to expend \$3,000 in efforts to inform and energize the six thousand common school teachers of the State. Our first duty is to render the privileges of the institutes available to the largest number possible, and then to encourage the attendance of teachers and school officers.

It gives me pleasure to speak in the highest terms of the institute work done by Dr. French. As teacher, and district commissioner in the State of New York, and as Superintendent of Schools in Vermont, he brought to his instructions the rich fruits of an intimate acquaintance with the needs and wants of the public schools, while twenty-five years' experience in institute work enabled him to offer to our teachers precisely the *matter* necessary for the more complete discharge of their responsible duties, and in a *manner* most easily adapted to render them accomplished executive officers in the school-room. It was the general verdict of those teachers who attended the institutes this year that never before had they received more valuable suggestions for their professional work.

The instructions of Dr. French were ably supplemented by the assistance of Messrs. Luce and Corthell. The latter gentleman was unable to attend the institutes longer than six weeks, owing to sickness. Prof. Luce was present at every session, and has prepared the following general summary of the instruction given the past year, which I present with great pleasure, as a valuable contribution to the "Art and Practice of Teaching," and a synopsis worthy of careful study by our teachers and school committees.

## Summary of Institute Instruction, 1874.

BY PROF. N. A. LUCE.

## SCHOOL ORGANIZATION.

All school work may be classified under two general heads—Organization and Instruction. Organization includes all those arrangements which are essential to the most perfect attainment of the ultimate end of the school—its instruction. Among the particulars important for the teacher to consider in organizing his school, are—1. Beginning the school; 2. Systematic and permanent arrangement of work; 3. Regulation of class and other necessary movements of pupils; and 4. The general government of the school.

*I—Beginning the school.* The first day of the school, if it be one with which the teacher has had no previous acquaintance, is an important one; for upon it often hinges the success or failure of the whole term. The teacher then comes before his pupils to be measured and gauged by them, and unfortunate is he who is found wanting—who fails at that time to command their confidence and respect as a master of his business. In order to start favorably, the teacher beginning a new school ought, within the first hour, to secure the following results, viz: 1. To get every pupil at work; 2. To give every pupil proper employment; 3. To assign all lessons and fix the time for their recitation; and 4. To begin the regular class-work of the school.

Every pupil will be set at work by assigning lessons to every class. Proper employment will be given by setting classes at work where the work of the last term ended—or near such place—thus inspiring the pupils with hope of immediate progress, and saving waste of time in going over again what they already know. In assigning lessons and fixing the time for their recitation, the programme of the last teacher should be taken—for temporary use at least. This programme, if not found in the school-room, can be ascertained—so far as regards order, length, and time of exercises—from the older pupils in part, and in part from the members of the several classes. To illustrate: The teacher ascertains from some pupil what was the first class to recite the previous term; calls that class; learns how far it advanced; calls any present who did not attend the last term, but who have been as far, to join the class; notes down the class and its time of recitation upon a sheet

of paper, and dismisses it. He then ascertains what class came next in order, and treats that in like manner. And so with all other classes. An active teacher will do all this within an hour, and, as a result, will have set all his pupils at work upon what they will be interested in doing, and will have before him a complete programme of the class work as arranged by his predecessor. With the school so organized, class work can begin at once; for the class which is set down upon the programme for recitation at ten o'clock, will have had time to prepare a lesson for that hour, and so for all subsequent classes.

The teacher organizing his school as indicated above, has thereby gained four important results—1. He has prevented the outcrop of mischief by getting the school at work. 2. He has awakened the interest of his pupils in their work by starting them at an advanced point and so giving them fresh work. 3. He has gained their confidence and respect by showing himself master of his business. 4. He has taken advantage of the thought and experience of the preceding teacher in classifying and arranging the work of the school.

II—*Permanent Organization and Programme.* The organization reached the first day, will usually be defective and need modification. Classes will have to be re-arranged, and recitation periods changed. Hence a new programme will have to be wrought out for the permanent work of the school. This programme should indicate not only, as is common, the order and length of the recitations and other exercises, but also, what is of quite as much importance, the time at which every lesson is to be studied, thus becoming a guide to the pupils in their work as well as to the teacher in his.

The length of recitation and study periods must be determined generally by the age of the pupils, since it must vary with the capacity for fixed attention. For without such attention neither recitation nor study is of value. Repeated experiments have been tried with classes of pupils of different ages to ascertain the average length of time for which their attention can be held. The following table gives the results of these experiments:

Pupils of	5 to 8 years.....	5 to 12 minutes.
“	8 to 10 “ .....	10 to 15 “
“	10 to 12 “ .....	12 to 20 “
“	12 to 15 “ .....	20 to 30 “
“	15 to 18 “ .....	30 to 45 “

The length of the recitation and study periods, then, must be based upon the above results, if there is to be no waste of force on the part of teacher and pupils. Frequency of recitations, also, must be governed by them; for, other circumstances agreeing, the less the time given to an exercise, the more frequent must be that exercise to produce a given result. Hence with primary classes short and frequently repeated study and recitation periods must be the rule.

The relative order of the study and recitation of lessons, is an important element in the arrangement of a programme of work. Pupils should study to keep, not merely to recite. But if the recitation immediately follow the study of a lesson, the tendency on the part of the pupil will be to study with the recitation in view. Hence a greater or less period of time should intervene between the study and recitation of most lessons. When practicable, advanced pupils should prepare their lessons the day preceeding that upon which they are to be recited; intermediates should study those of the afternoon during the forenoon of the same day, and those of the forenoon during the afternoon of the day before; and with primaries at least one exercise should intervene between the study and recitation of any lesson.

The proper time for the study of different subjects should receive attention. In general the more abstruse subjects, such as the mathematics, should come in the early part of the day, while the mind is fresh and vigorous. There should be such an alternation, also, as to bring into activity different mental powers at different times, thus preventing weariness and keeping up interested work.

A programme of work, based upon and arranged according to the above principles, and strictly adhered to by teacher and pupils, will lead to thorough, systematic, and effective work. Such a programme should be had by the end of the second week of the term, and should be of such form and so posted as to be easily read from any part of the school-room.

III—*Evolutions, or Organized Movements of Pupils.* The primary and principal work of the school is the instruction of the pupils. This is the *end* toward which all else is the means. And in order to this end, time and force are to be economized in every possible direction. For this purpose the necessary movements of the pupils in and about the school-room, as in passing to and from recitations, recesses, &c., should be systematized.

1. *Objects.* The objects to be kept in view in arranging these school evolutions are:

1st. To secure the largest saving of time for study and recitation. In schools where system is wanting in this particular, much time is wasted in these movements. In any ordinary school all these movements should consume less than twenty minutes, while they often consume more than twice that time.

2d. To secure the least possible disorder. While pupils are moving to and from class exercises, other pupils are engaged in study, and should be disturbed as little as possible. Hence the necessary noise of the school must be reduced to its minimum. This can be done only by systematic control of all sources of disorder, and among others of these movements.

3d. To influence the general order. We are so constituted that forces influencing us in one direction will act also in other kindred directions. Hence pupils trained and habituated to careful, orderly, and quiet movements in class and other exercises, will unconsciously grow to be more quiet and orderly generally.

4th. To form orderly habits to be carried into after life. Instruction implies more than the mere imparting of knowledge. It is "to put in order, to form, to prepare" for after life. Hence it is as legitimately the work of the school to form correct habits, as to give knowledge. Among the habits which ought to be formed in youth is that of quiet, orderly, unobtrusive, and graceful movement in assemblages of any kind. Pupils should be trained to such habits in the school-room, that they may carry them with them into life.

2. *Rules.* To secure these objects, the following rules should be observed:

1st. Move classes as *wholes* and by some system of signals. Classes should be held responsible for knowing the times for their recitations. This will serve to secure promptness in preparation. It will then be necessary, in calling them to, and dismissing from their exercises, only to control and regulate their movements. This will always be best done by using some system of signals, as bell taps, or taps with a pencil on the desk; or either as is most convenient. In these class movements, as in those of recess and dismissal, the maximum of rapidity and quiet will be secured by having, whenever practicable, all move together as bodies of soldiers move. The signals adopted, however, and the various steps

taken to secure these movements in unison, should be as few and simple as possible.

2d. As a preparation for recess and dismissal, have books laid aside and the school come to a state of absolute quiet.—The purpose of this is threefold. It will prevent confusion from the falling of books and slates and injury thereto, which frequently occurs where no such regulation is in force; will give proper opportunity for giving any directions regarding conduct during the intermissions, since the attention of every pupil can be secured; and the condition of quiet will run over into the period of recess in influencing to quiet and orderly passing from the school-room.

3d. Send pupils to recess in divisions by some system of signals.—In giving recess the course—applying this and the former rule—may be as follows: At three taps of the bell or pencil, pupils prepare as in rule 2; at two taps, all rise together and stand in the aisles; then, as the teacher calls “one,” “two,” “three,” &c., the several divisions pass out. When circumstances are such as to render it proper, the recesses should be general, so that during the recess period the doors and windows may be thrown open, and the school-room ventilated. The teacher, too, needs the recess as much as the pupils, in order to keep him fresh and vigorous for his work. And he ought to be with them when practicable, to exercise an oversight upon their plays, their conversation and conduct.

4th. When pupils are all to leave the school-room, dismiss them in divisions in like manner as recess is given; when they are not, dismiss them standing.—In many schools a portion of the pupils remain in the school-room during the noon intermission. In such cases the latter part of the rule applies.

5th. Arrange a system of signs to be used by the pupils in making requests.—These signs may be of the hand in various positions. One finger raised may ask permission to communicate; two raised may ask permission to pass to another’s desk, &c., &c. Such a system of signs has the merit of silence, and it will be found that, when used, pupils will be more quiet in using the privileges asked for.

IV.—*School Government.* More teachers fail in their work from lack of skill in governing their schools, than from any other cause. A good school is always a well governed school; and a well governed school is always one governed systematically. The teacher

who bases the government of his school on correct principles, and carries those principles out in wise arrangements, will rarely fail. And when he so applies them that his school becomes to a great extent self-governed, as it can be made, the maximum of excellence is reached. Under school government we have to consider :

1. *Its objects.* These will be found to be threefold. Every regulation should have as its end at least one of the following purposes :

1st. To secure that degree of quiet which is essential to intense study. Hence, the government will take cognizance of, and seek to regulate and control, whatever may serve to create unnecessary noise and confusion. Whispering, noisy study, movements of individual pupils about the room during study and recitation periods, &c., &c., are among the things to be systematically regulated.

2d. To train pupils to habits of obedience to authority.—Citizenship requires the habitual exercise of ready and cheerful obedience to the common customs of society and to the laws of the State, and a leading purpose of the school is to fit for such citizenship. Hence the habit of obedience must be formed in the child, if it is to appear in the man.

3d. To form in pupils the habit of self control.—That cheerful and ready obedience to the behests of society, which characterizes the good citizen, requires always habitual self-control of one's impulses and passions. Indeed, all noble manhood, and all christian character, are based upon such self-control. And unless such self-control be developed into habit in the training of the child, it will rarely manifest itself in manhood.

2. *Characteristics.* Growing out of the objects to be subserved in the government of the school, there are certain characteristics belonging to such government, which it is important to consider. To secure those objects the government must be :

1st. Exact,—requiring not a half yielding to its demands, but an entire and ready compliance therewith.

2d Uniform,—making the same demands, and requiring the same obedience, each day.

3d. Firm but kindly,—not yielding to reiterated importunities, nor denying sternly, but refusing finally, and consenting cordially.

4th. Impartial,—requiring the same obedience from all to the same demands.

5th. Just,—looking only to the best good of the school.



6th. Preventive,—seeking always to deter from, rather than to punish offences.

3. *Offences.*—The offences of which the government should take cognizance by preventing when possible, or punishing when necessary, beginning with the less heinous, are as follows :

1st. Unintentional, accidental, and careless acts.

2d. Deliberate offences. Of these are several classes, as mischievous acts done for fun, annoyances of other pupils, willful violations of set rules, and annoyances of teacher.

3d. Vicious offences,—such as are committed from obstinacy, spite, or for revenge.

4th. Malicious acts.

Under one of these heads will come every offence that can be committed in the school.

4. *Preventing offences.*—It is always better to prevent the occurrence of an offence than to correct it. Among the means to be used for this purpose are the following :

1st. Employment. A school employed is a school governed. A school interestingly employed is a school pleasantly governed. Employment should be made pleasant, should be such as the pupil can accomplish, and should be so varied in character that it may be as little wearisome as possible. Hence the proper classification of the school, and the arrangement of the daily work, become elements in the government.

2d. Educating the pupils to self-respect and self-control. A majority of school offences are the outcome of impulse rather than of intent to offend. The purpose of the government as regards such offences, should be to prevent the occurrence of them and, at the same time, to train the pupil to bring his impulses into subordination to his reason and will. Hence uniform, patient, and persistent effort should be put forth by the teacher to develop in the pupil such a sense of self-respect as will lead him to control his impulses, and thus habituate him to self control.

3d. Trusting pupils. In order to develop self respect and self-control in pupils they must feel that they are respected, and must, within proper limits, be left to their own control. Hence they must feel that they are trusted. The feeling that we enjoy the confidence of others naturally begets in us the desire of becoming worthy of that confidence, and this desire becomes for us a rule of action.

4th. Developing public opinion in favor of right action. There is in every school, as in society, a public opinion exerting large influence upon the character of the school. Sometimes such opinion is in favor of wrong doing. When such is the case, the government must be one of force until the teacher can revolutionize public opinion. The leaders of public opinion in the school—for schools are like society in having such leaders—must first be brought into proper condition.

5th. Parental influence. One of the first duties of the teacher is to bring himself and the parents of his pupils into friendly relations. He will thus be able to secure their coöperative influence in favor of good order in the school. And pupils feeling that the rule of the teacher meets the approbation of their parents, will rarely put themselves in opposition thereto.

6th. Punishments. Finally, as a means for preventing both the occurrence and the recurrence of offences, punishments of various kinds must sometimes be employed. And the teacher has the right, moral and legal, to inflict punishment; but it must be a reasonable one, and one not working harm to the pupil, otherwise the teacher is liable to prosecution. This right to inflict punishment grows out of the relation of the teacher to his pupils; for he stands, in the eye of the law, in the place of the parent, while the child is under his charge, so far as its control is concerned. In regard to punishment several particulars are to be considered:

*First*, As regards its objects. These are twofold. First, it looks to the sole good of the pupil in restraining him from the repetition of an offence, and is, hence, reformatory. In case of offence repeated after repeated promises of amendment, because the pupil's impulse is stronger than his will, punishment with its consequent pain, mental or physical, comes in to reinforce his will by the remembrance of that pain when the impulse again arises, and to lead him to self control. Second, it looks to the good of the school in deterring others from committing like offences, through fear of like punishments.

*Second*, As regards kinds of punishment. They should be, first, suited to the nature of the offence; second, never of such character as to subject the pupil to the ridicule of the school; third, never such as to endanger the physical well-being of the child; fourth, such as to commend themselves to the consciences of those receiving and those witnessing them. They should be private when administered solely for the good of the pupil; public,

when for the good of the school. Specifically they may be reprimands, deprivation of privileges, flogging, suspension from recitations, and expulsion from the school. They should never be inflicted in anger, or in a revengeful spirit; and generally not immediately following the offence. Often a little time for repentance on the part of the pupil, and a little cool reflection on the part of the teacher, will materially modify the punishment, and for the better. In case of rebellion against the teacher's authority, however, the punishment should be quick, sharp, and effectual.

5. *Maxims.*

1. Have one rule—"Do right."
2. Never threaten.
3. When you consent, do so cordially.
4. When you refuse, do so finally.
5. Never punish in anger or revengefully.
6. Never scold, nor speak on an elevated key.
7. Govern yourself if you would govern others.
8. Find fault seldom.
9. Commend often.
10. Never give an unnecessary command.
11. Never give a command you do not intend to have obeyed.
12. Be just, kindly, courteous, sympathetic, exact, and manly in your intercourse with your pupils and their parents.

These principles and maxims observed, the school will be pleasant, the pupils happy, and the government easy.

#### THEORY AND PRACTICE OF TEACHING.

##### I.—*Mental Powers.*

1. *Classification.*—An understanding of the nature of the material upon which labor is to be bestowed, is a primary condition to successful work. This principle is generally recognized in all callings and professions except that of the teacher. And yet the teacher whose work is to form mind and character—a work than which there is none higher—needs, more than any other worker, to know the nature and capabilities of that upon which he works—the mental nature of his pupil. A practical knowledge of the mental powers, their order of development, the laws governing their healthy growth, and of the means for their proper cultivation, lies at the foundation of all correct teaching. Knowledge of this

kind should be as much required of the teacher as a knowledge of the subjects which he is to teach.

So far as the purposes of teaching are concerned, the mind may be considered as made up of three groups of faculties or powers, which in their order of development stand as follows :

- |    |                    |   |   |
|----|--------------------|---|---|
| 1. | <i>Perceptives</i> | { | Sensation,<br>Attention,<br>Perception. |
| 2. | <i>Retentives</i>  | { | Memory,<br>Association,<br>Suggestion.  |
| 3. | <i>Reflectives</i> | { | Imagination,<br>Reason,<br>Judgment.    |

The child gets his earliest knowledge through his senses. He sees, hears, feels, tastes, and smells. These are open avenues to his mind. Through these avenues a large part of all our knowledge comes to us through life, by processes something as follows : One of these senses is called into activity—that is, there is a *sensation*—the mind gives *attention* thereto; and the *perception* of a fact is formed. Now comes into play the second group of faculties. The abstract *memory*—the memory of facts—comes into activity, lays hold upon the perception just formed and retains it by its own power, or passes it over to the *associative* faculty, by which it is connected with other and kindred facts, to be recalled at will by *suggestion*. The sensation thus becomes transformed into knowledge. But knowledge thus gained is, so to speak, concrete knowledge—knowledge of things. For the gaining of the higher forms of knowledge—that of principles and laws—the third group of faculties comes into activity. The *imagination* seizing upon two or more facts, holds them up side by side; *reason* is aroused into action, compares them and notes their likenesses and differences, and a *judgment* or conclusion is reached, that these facts are related to each other by some law. Thus a new item of knowledge is gained, but of a character different from, and higher than that from which it was derived.

2. *Order of Development.*—For convenience in applying the above principles, and in indicating the order in which the mental faculties are developed, a shorter classification may be made by bringing each of the first two groups under a single head as follows :

1st. Perception, or the power of obtaining concrete facts.

2d. Memory, or the power of retaining and recalling facts and principles.

3d. Imagination.

4th. Reason.

5th. Judgment.

The first three of these faculties are possessed by children of five to eight years of age, in sufficient strength for use in school work. The child all his life has been gathering knowledge of things. His imagination is in lively play. Hence those branches of knowledge which call into activity only these faculties, should be taught to this class of pupils. Reading, printing or writing, spelling, drawing, counting, and the combining of numbers—the simple facts of arithmetic—correct use of language, lessons on form, color, &c., are subjects proper to be taught during this period.

At about eight years of age reason begins to manifest itself. The child begins to ask for the *why* of things. But he does not yet reason logically. He is satisfied with the *dicta* of others rather than the results of his own reason and judgment. Not till the child has reached the age of ten or twelve years, are his reason and judgment of sufficient strength to be depended upon for logical processes of thought, even of the simpler forms, as in the primary principles of arithmetic. The proper pursuits for this period, then, are the continuation of the studies of the preceding period in somewhat more advanced forms, together with composition, geography, and something of natural history. During this period the pupil should be thoroughly trained in the combinations and processes of numbers, and the tables of arithmetic, together with its simpler principles.

At the age of twelve to fourteen reason and judgment have taken on sufficient strength to begin to receive thorough and systematic employment. The science of arithmetic—the art, chiefly, has been the work hitherto—mathematical geography, the elements of grammar, and the sciences may now be entered upon. The “fact period” and the “why period” are now co-ordinates, and the work of the pupil is henceforth the gathering and using of facts for deducing principles and laws.

3. *Processes in acquiring Knowledge.*—An understanding of the processes of the mind in acquiring knowledge, is important, since the methods of imparting it, to be successful, must be in harmony

with them. These processes have been in part indicated above, but a more complete presentation of them follows.

1st. The mind perceives. Through the perceptions it takes cognizance of facts, and through the exercise of imagination and reason, of principles and laws.

2d. The mind receives. It does this always upon testimony of some kind. With the youngest pupils this testimony or authority is the statement of others or of books; with those a little older, axioms or self-evident facts; and later still, that of reason and judgment.

3d. The mind retains. This it does first, through the exercise of pure memory, as in case of isolated facts, such as names, dates, &c.; second, through association, linking kindred facts together according to their similarities and differences.

4th. The mind elaborates. Knowledge acquired is not usable unless it can be recalled at will. But in order to this it must be digested, assimilated, worked into the mental structure. The imagination must take hold of acquired facts and principles, and bring them under the cognizance of reason and judgment to be classified and arranged, so that suggestion, at the behest of will, may seize upon and bring forth the knowledge so classified and arranged.

5th. The mind communicates. The purpose of acquiring knowledge is not complete until that knowledge can be communicated to others. To do this the mind must be able to recall, to analyze, and to put its knowledge into communicable form. For knowledge stands in the mind of one communicating in very different form from that in which it comes into the mind of one receiving it. In the former it stands as a complete thought; while to the latter it comes, element by element, in the words which convey it. The mind communicates, then, by the power to recall, to arrange, and to clothe in words.

## II.—*Object Teaching.*

1. *Principles.*—Object teaching is based upon certain definite principles growing out of the nature of child mind, and the purpose of education in training and developing the mental powers. Pestalozzi, the great German educator, formulated these principles as follows:

1st. All ideas of outward objects must come through the senses. Hence, in teaching about things, use objects, models, or pictures.

The eye is the great organ of education. We need to cultivate the observing powers.

2d. Ideas should precede names. That is, the pupil should see the object and get an idea of it, before he receives its name. And so of its parts and its properties,—the idea or perception of these parts and properties, should precede the terms which symbolize them. So, also, ideas and their word symbols must precede thoughts, and thoughts must precede sentences.

3d. Instruction should proceed from the known to the unknown. Where the pupil's knowledge ends, instruction should begin. The concrete should precede the abstract; principles should precede rules and laws.

4th. Exercise should be left to the pupil. He should be taught to do, and how to do. Hence, teach him to illustrate. Train the eye and hand.

2. *Purposes.*—There are four purposes to be attained in a course of object instruction. These are:

1st. To develop and train the observing powers, and to form in the pupil habits of observation.

2d. To develop the power to group and classify facts. This is the first step in the direction of clear-cut thinking, and its importance in a systematic course of mental training cannot be over-estimated.

3d. To develop the power to generalize facts and deduce from them principles and laws. This is the highest exercise of thought, and one of the ultimate ends in mental training.

4th. To train to correct, forcible, and clear expression of thought. Thought is powerful only when clothed in expression. Hence, training to expression of thought should coördinate with training to the power to think.

3. *General Method.*

1st. Present the object which is to form the subject of the lesson. Require the pupils to notice its form, size, color, weight, taste, odor, &c.,—such properties as are to be considered during the lesson. The pupils are thus trained to use their senses intelligently.

2d. Make experiments, and have pupils make them, to illustrate properties and to lodge ideas in the mind.

3d. Draw out from the pupils or give terms to express the ideas, and have them repeated individually and in unison.

4th. Embody the idea with the expression of it by the use of descriptive sentences containing the idea.

5th. Make an application of the idea by having pupils apply it to other objects to which it may belong.

4. *Steps.*—There are three steps, to a considerable degree distinct from each other, into which a course in object instruction may be divided. These steps correspond to the three periods of mental development,—what may be termed the *fact* period, the *intermediate*, and the *reason* period.

1st Step.—Employ conversational lessons to get at properties, parts, and uses of common objects. Of properties teach only the more evident and easily discovered. Of parts teach names, uses, and relative importance.

2d Step.—Methods to be pursued and points to be made are the same as in the first step, with the following modifications. First, parts are to be discovered by the pupils, their names given, and uses described; second, properties are also to be discovered by pupils, and their names given, the work of the lesson being, so far as practicable, in the direction of correct and systematic investigation; third, parts, properties, &c., are to be tabulated upon the blackboard by the teacher; fourth, anecdotes embracing incidents, history, &c., illustrative of the several points made in the lesson, are to be related by teacher and pupils; fifth, the lesson is to be reviewed in a brief description of the object from the tabulation upon the blackboard.

3d Step.—In this step the work to be done is—first, parts, qualities, and uses to be discovered by the pupils; second, qualities obvious to the senses and those discoverable only by experiment, to be discriminated; third, qualities dependent upon others to be sought out; fourth, adaptation of qualities to uses, and their relative importance to be considered; fifth, comparison of objects—that forming the subject of the lesson with others—to note their points of similarity and difference, and to refer the object to its proper class.

5. *General Suggestions.*—Arrange the lessons according to some definite plan, such that there shall be a logical connection between them. Prepare each lesson beforehand. Let each lesson have a point, make that point, and stop when the point has been made. Make the lessons interesting, and of such character that they shall lead to independent investigation on the part of pupils. Thus



lessons on plants, given during the later spring and the summer, or on insects, would naturally lead children to independent study of these things.

III—*Study.* Beyond the primary grades the work of the pupil in gaining knowledge and mental growth is of two kinds, study and recitation. Hence each of these two divisions of work is of primary importance. To settle definitely their purposes, and to determine in what manner to secure from them the largest practicable results, become, therefore, very important subjects for the consideration of the teacher. Of study, then, we are to consider :

1. *Purposes.*—There are two purposes which the teacher should keep constantly in view as regards the character and quality of the study which he seeks to secure from his pupils. They are—

1st. *Discipline.* The primary purpose of all education—as implied in the term itself—is development and training of inherent powers. That this is the primary object to be secured, is evident from the fact that both acquisition and use of knowledge depend upon the exercise of such powers. The discipline to be sought in study is—first, that of the power of fixing the attention. All success, as well in business as in the attainment of knowledge, depends upon the exercise of this power ; and any course of mental training which fails to develop it, fails largely of its proper results. The teacher should exercise careful and constant supervision over the study habits of his pupils, with an eye to cultivating in them this power. Second, from attentive study comes a discipline of the power of abstraction. To be able at will to call in and center all one's thought upon any subject, is a first requisite to correct and powerful thinking. Hence this power should be assiduously cultivated. Third, the imagination is to be trained and brought into subjection to the reason by its proper use in study. Fourth, the memory, and fifth, the reasoning powers, are also to receive cultivation through the process of study.

2d. *Acquisition of knowledge.* The second purpose of study, subsidiary to that of discipline, is the acquisition of knowledge. To this end the character of the study should be such as to enable the pupil to accomplish thoroughly the work set for him to do. It should also be such as to form in him a love for, and a habit of study. With these the acquisition of knowledge will be easy. And so trained in the schools the pupil will continue to be a learner,

a student, through life. His education will not be finished in the school-room, as is too often the case.

In order to the attainment of these two purposes, care must be taken by the teacher that the study of the pupils shall be true study. They must be taught what study is, and how to do it; for very few pupils, otherwise, will be found to study to the best advantage. They must be made to know that real study is thought—intense, absorbed thought, and hence silent—and to practice such study. But the possibility of such study depends upon certain conditions which the teacher must consider and control so far as possible.

2. *Conditions.*—These are :

1st. Physical comfort. There must be comfort of body, especially with children, if the mind is to act intensely. The elements of physical comfort in the school-room are proper temperature, pure air, and easy position. Pupils can not study when suffering from cold, as they do in many of our poorer school-houses in the winter terms. Hence the teacher should see to it that fires are built in due season, and that the room is properly glazed. He should also see to it that the school-house is so “banked,” if need be, that the children’s feet shall not suffer from cold. The ventilation of the school-room must receive constant care in order to the best results of study, as well as to the health of pupils and teacher. Let there be, if possible, proper arrangements for the constant ingress of pure, and egress of impure air. At the close of each session let doors and windows be thrown open for a brief time, and the room thoroughly ventilated. That pupils have easy and comfortable seats is also a matter of importance, especially with young pupils. When seats are too high for comfort, as often is the case in mixed schools, foot-rests may be easily arranged. The teacher of “gumption” can do very much toward bringing about the proper conditions for study, even under the most unfavorable circumstances, and will find that it pays to do so.

2d. Properly arranged periods of study. These, as was indicated in treating of the organization of the school, should be suited in length to the capacity of the pupils for fixed attention, and so arranged as to give in proper alternation periods of recitation and rest. That these study periods shall be arranged and fixed for the pupils is essential to systematic work.

3d. Quiet. The average pupil has little power of abstraction

and attention. Hence his mind is easily distracted by his surroundings. For successful study, then, there must be quiet in the school-room. A noisy school can not be a studious school.

3. *Means of securing study.*—These, such as may be properly used, are:

1st. Instinctive love of knowledge. Children by nature are possessed of such a love for knowledge. It is an active principle in them long before they enter school. And the skillful teacher must recognize it and minister to it, if he would have it continue in exercise. Indeed, to minister to it so skillfully and unceasingly as to develop it into a ruling principle of action through all subsequent life, is one of the important ends of education.

2d. The force of example. Children are imitative beings, and this fact may be utilized by the teacher to influence them to work. He may appeal, first, to the example of other pupils. A few studious pupils in a school, if they be leaders,—and there are leading spirits in every school—under a skillful teacher, may be made to infuse their spirit into the whole school. Again, the example of the teacher must be in the direction of studiousness. If he be an earnest seeker after knowledge, if the student spirit in him manifest itself in his intercourse with his pupils, he can exert a strong influence in favor of the like spirit in them.

3d. The love of conquest. There is natural to most persons a love of overcoming difficulties. The boy dares his mate to perform some difficult feat, and immediately it is attempted. This spirit may be properly brought to bear in the school-room in securing study. Let the pupil feel that a task comes to him as a feat to be accomplished, as a test of his power to do, and he will bend every energy to its mastery.

4th. The love of approbation. Children are especially open to the influence of commendation and praise. And this influence, if judiciously used, is a proper means for leading them to industry. Efforts, as well as results attained, should receive commendation. And the commendation of parents as well as teacher should follow well doing. This may be secured by sending home reports of the pupil's class standing and of his efforts. Class standing alone is not enough upon which to base these reports; for class standing often depends more upon natural endowments than upon hard study.

5th. Emulation is another legitimate means for securing results in study, if it be so controlled that the rivalry shall be without

envy and malice. It is a spirit that has place in the association of men with one another in their social and business relations, and is not out of place in a course of preparation for those relations.

6th. The force of public opinion in the school is powerful in the direction of study, as well as in securing good order. Such a public opinion can be formed by the live, energetic, and skilled teacher, as will render idleness disgraceful. To form it every effort should be put forth.

7th. Authority. Finally, when every other influence fails to secure study, the authority of the teacher must be brought to bear. It is said "you can lead a horse to water, but you can not make him drink." True, but he *will* drink, if you keep his nose at the trough long enough. So pupils can be compelled to study, if firmly and persistently held to their tasks till performed. And in time such persistent holding them to doing, will create in them the habit of doing, which is next of kin to the love of doing.

IV—*Recitations*. It has already been said that the primary work of the teacher is the instruction of the school. This instruction is both direct and indirect, and in both these forms depends chiefly upon the class recitations. In the indirect instruction of the school coming through the study of assigned lessons, the recitation of those lessons governs the method of study. If the recitation be conducted by use of the printed questions in the text-book, the lesson will be studied by use of them. If the recitation be by the topical method, the form of study will correspond thereto. The direct instruction in which the knowledge which the pupils fail to acquire from study, is to be imparted by the teacher, must come entirely through and during the recitations. Hence it becomes important to consider what objects are to be kept in view in conducting recitations; what are the essentials of perfectly managed recitations; and what rules should be observed in conducting them.

1. *Objects*.—These are or should be as follows :

1st. To secure study. As in other departments of work, so in schools, even in greater degree, one of the most effectual means of securing the best kind of work in the largest quantity, is found in thorough oversight and inspection. Feeling that the results of his study are to be brought under critical examination in the recitation, the pupil will work the more earnestly to make those results creditable to himself.

2d. To influence the form of study. In securing the results of study in discipline and knowledge, the recitation becomes an important element in educational work. For, as has been said, the pupil's method of study is governed by the form of the recitation. Hence it becomes an important agency in determining the quality of study, upon which, as much as upon its quantity, depends its educational value.

3d. To ascertain the results of study. Instruction is to begin where the pupil's knowledge ends. It is, therefore, one purpose of the recitation to ascertain wherein the pupil has failed to get by his own efforts the knowledge set for his mastery.

4th. To give positive instruction. Pupils will often be found to have failed in accomplishing all set for them to do in their study. In whatever respect they have failed, whether in getting a knowledge of the facts of the lesson, or of the relations of those facts to one another or to others previously learned, the failure is to be remedied through positive instruction from the teacher.

5th. To fix knowledge in the mind. In order to this the mind must be brought into activity, and the attention concentrated until a fixed and lasting impression is made. And this will be done most effectively by making the pupil again and again clothe the matter to be learned in words; for the very act of expression, through the special concentration of attention which it makes necessary, serves to fix the fact expressed in the mind.

6th. To train to clear and correct thinking. This is of first importance as an end to be kept in view in all mental training. The power to think clearly, intently, logically—step by step in straight lines to definite conclusions—lies at the base of all right action. Hence this power should be sedulously cultivated. And in the recitation properly conducted is found a potent means for its cultivation. For, to recite the facts which he has learned, clearly and in their proper order and relations, the pupil must think clearly and connectedly. Hence will come gradual growth in the power to think.

7th. To train to clear and correct expression of thought. There is no more practically valuable acquirement, nor greater social grace, than to be able clearly, readily, and correctly to express one's thoughts. The recitation is, or should be, a constant exercise in expression of thought, and should be so conducted as to train to the best style of expression.

2. *Essentials.*—To secure the above objects there are three essential features which should appear in every recitation.

1st. Every member of the class must recite, either orally or mentally, the entire lesson. For otherwise, the recitation will fail to influence every pupil to study—to study the entire lesson—and will also fail to show the results of study.

2d. Every fact of the lesson must be recited in full, accurately, and in its proper connection. This in order to train to clear, consecutive thinking and expression of thought.

3d. The interest of every pupil in the class must be enlisted in and his attention held upon the recitation. This is necessary to the securing of each and every one of the objects to be attained.

3. *Rules.*—A careful observance of the following rules will serve to secure the results indicated as the objects and essentials of a perfectly managed recitation.

1st. Call upon pupils to recite in no regular order. No pupil should know beforehand when, where, or how much he is to recite during any exercise. For otherwise he will have opportunity, and often will be tempted, to study only those portions of the lesson which he will be called upon to recite.

2d. Indicate the point to be recited before calling upon any particular pupil to recite it. If you say, "John, define the *noun*," it is probable that few of the pupils except John will run over mentally the definition of that part of speech. But if you say, "Define the *noun*," make a brief pause, and then call upon John,—during the pause every pupil in the class will be running over the definition in his mind. The observance of the rule, then, will tend to secure the recitation either oral or mental of the entire lesson by every pupil.

3d. Hold each pupil in the class to have made the mistakes of every other, unless he notice and correct those mistakes. Classes should be so trained that when any mistake is made or failure occurs, every one detecting it shall give notice by raising the hand. The class, or some member of it, should then be called upon to make the necessary corrections, and the pupil making the failure or mistake should be required to correct it also. This will tend to secure the attention of every pupil, and lead them to constant mental recitation of the lesson as it progresses.

4th. If any pupil is detected failing in attention, call upon him to recite at once. The influence of this rule will reinforce that of those preceding. In applying the rule the teacher should give the

pupil no assistance by indicating in any way the point at which he is to take up the recitation. He should be subjected to the full penalty of his inattention by being made subject to the correction and criticism of the rest of the class.

5th. Allow no books in the hands of the pupils, except in reading, during the recitation, and use none yourself. Pupils will cheat by peeping slyly into text-books when opportunity occurs. The teacher should guard against even the temptation to do so, by having no books brought into the class. And if he is to make the recitation all that it should be—sharp, prompt, critical, thorough, full of life and glowing with interest—he must not himself be tied to a text-book. He must teach from his own ready and abounding knowledge of the subject.

6th. Have the recitation made in complete and correct sentences, and, when practicable, in connected discourse. The fragmentary disjointed, “yes and no” form of recitation allowed by unskilled teachers,—that form in which a word or phrase is wrenched bodily from the text-book and appended to the end of a question,—is an abomination. It serves to defeat some of the most important objects of the recitation. In place of training to power of consecutive thought and expression, its influence is to hinder even the accidental development of those powers. Let the failure to observe this rule be made a matter of class criticism and correction, and pupils will soon form the habit of reciting in full and well constructed sentences. Their recitations will more and more be made in their own language,—a far better test of their knowledge of the lesson than any mere rote repetition of the set terms of the text-book—while the exercise becomes also an effective drill in expression.

7th. Take up all those parts of the lesson in which failures have occurred, in immediate and thorough review. It is not enough to teach to-day what the pupils have failed to learn for themselves. They must be made to fix the knowledge so imparted. Repetition is a law of learning, and the repetitions should come at brief intervals. A fact learned to-day and reviewed to-morrow, will be more firmly fixed in the mind than if not reviewed for a week.

V—*Thoroughness in teaching.* Thorough teaching is too often confounded with exhaustive teaching. The teacher should be able to discriminate between them. Exhaustive teaching requires of the pupil knowledge of a subject in all its details. Thorough

teaching seeks so to ground him in the elementary facts and principles of that subject that he may be prepared to go forward in his own strength, if need be, to an exhaustive knowledge of it. The general needs of life require a general knowledge, thorough so far as it goes, of many things; while its special needs require an exhaustive knowledge of very few. The general education of the individual got in the elementary schools, is to fit him for life's general needs. Hence thorough, not exhaustive teaching is required in these schools. Thorough teaching, then, requires certain definite things on the part of both pupil and teacher.

1. *The pupils must:*

1st. Read with the understanding. The first step in true study is to get at the idea contained in the statement of the fact or principle to be learned. But the first step in study as it really is performed in many of our schools, is too often a memorizing of the mere words of such statement. In order to get at the idea the pupil must be able—must be taught—to exercise his thought in reading understandingly the statement containing that idea.

2d. Learn how to study. Too few pupils have any practical idea of what real study is. It is one of the primary duties of the teacher to form, early in the child's school life, proper habits of study; for success in learning depends upon such habits. There are three successive steps for the pupil to take in mastering a lesson. He is first to study it for the thoughts; second, for the language in which to clothe those thoughts; and, third, he is to recite it mentally to fix the thought and expression in the mind. Study of this character tells both in the acquisition of knowledge and in mental discipline.

3d. Master each point before leaving it. One step at a time well taken and then another, should be the course in mastering knowledge. Pupils are too apt to dissipate their mental forces over the entire lesson, rather than to concentrate them upon it point by point.

4th. Study to keep: Knowledge to be of value must be so acquired that it can be recalled at will. Hence the pupil must be led to study to retain rather than to recite. As has been indicated already, the period for the study of any lesson should not immediately precede the recitation of that lesson. If such arrangement is not practicable, thorough and frequent reviews must be had.

5th. Learn self reliance. Great injury is often done to pupils by



helping them too much. They should be trained to persistent use of their own powers, if they are to do thorough work. Hence help should be given only so far as to enable them to do for themselves. Their work should never be done for them. The measure of the teacher's power is not what he does for his pupils, but what he leads them to do for themselves.

2. *The teacher must:*

1st. Give short lessons. One of the most fruitful causes of superficial work in the schools is the general giving of lessons too long to be thoroughly mastered in the time allotted to them. The quality rather than the quantity of the lesson should be considered in assigning it. Often there will be found single paragraphs requiring for thorough mastery as much time and mental effort as are ordinarily required by pages.

2d. Give a lesson but once. Giving the same lesson again and again, because it is not learned at first, is an abomination. For pupils under such a course will grow into the habit of half doing what is set for them to do, depending upon the opportunity for finishing the work afterward. If a lesson is not well learned, continue its recitation the next day as a review, but never have the class "take it over."

3d. Assign to-morrow's lesson before hearing that of to-day. This will help to do away with the practice of giving too long lessons and "giving them over." It will also lead to a careful examination of each lesson with reference to its difficulties, previous to its assignment.

4th. Hear the recitation of a lesson before giving instruction relating to it. The teacher should be methodical, doing each thing at the most fitting time. The most fitting time for giving the instruction which the recitation of the lesson has shown to be needed, is after the entire lesson has been recited.

5th, Help only when and as much as help is needed. As a general rule we retain longest those facts which we learn with greatest effort. For this reason, if for no other, pupils should be encouraged and incited to overcome difficulties by their own unaided efforts.

6th. Make every point. Every lesson has, or should have in it, some new thing to be mastered—a point to be made. Make this new thing prominent. Be sure that the pupils are aware of it,—know that they have learned something from every lesson.

“What is the new thing in this lesson?” is a question that should be often asked.

7th. Call back all new instruction given. It is not enough to make pupils understand a new fact or principle. They must be able to put that fact or principle into words, if they are to retain it as knowledge. Hence, pupils should be invariably required to give back all new instruction. If, for instance, a principle in arithmetic has been explained to a class, they should be required afterward to go through the explanation themselves.

8th. Be sure that the pupils have positive knowledge. There are three relations in which one may stand to knowledge. First, and most desirable, he knows a thing and knows that he knows it; second, he does not know a thing, and knows that he does not know it; or, third and most unfortunate of all, he does not know a thing, and does not know that he does not know it. Teach pupils these three relations, and hold them strictly to the first, if you would have them do thorough work.

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## DRAWING.

WHAT IT IS, AND WHY IT SHOULD BE TAUGHT IN THE PUBLIC SCHOOLS.

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By C. B. STETSON.

What is meant by drawing? Why should it be taught in the public schools? These questions which are now so frequently asked, I will endeavor to answer briefly as may be, and clearly as I can.

Like mathematics, drawing is a generic, and not a specific term. If you are told that a boy studies mathematics, you can form no distinct idea of what he is really about. It may be arithmetic, algebra, geometry, calculus, to which he is applying himself. So, if you are told that a boy studies drawing, you are equally left in the dark; for drawing is naturally divided into several distinct, though not wholly independent, departments, having one thing in common—the representation of form. It is a matter of no great difficulty to obtain a clear, general idea of the different departments of mathematics—sufficient for an intelligent appreciation of the fundamental distinctions between them. The same may be said of the different departments of drawing. Until one knows

exactly what is meant by drawing, he cannot form a thoroughly intelligent opinion as to its educational or practical value, though he may be, for other reasons, fully satisfied of its great value in both of these particulars. I will, therefore, give an account of these departments, and, in doing so, shall incidentally speak of both the educational and practical value of drawing.

Drawing naturally divides into five distinct general departments, and, if considered with reference to what strikes the attention first, they may be named as follows :

#### I—OUTLINE DRAWING FROM FLAT COPIES, AND DESIGNING—FREE-HAND.

This department deals with two dimensions only—length and breadth. The learner begins with the drawing of lines and plane geometrical forms. Then follow geometrical patterns or designs, that is, designs not made in imitation of natural forms. Next come conventional designs, that is, designs derived from natural forms without an exact imitation. Drawings are also made of objects, like vases, for example, that have the three dimensions; but they aim at no perspective, or pictorial, effect. They are simply diagrams, showing but two dimensions, and therefore giving only the contour of the objects; yet they are sufficient to teach proportion and other principles of design, which must be observed in the manufacture of such objects. In this department are taught nearly all the principles of design which must be observed, so far as form is concerned, if beauty is sought in making any object, from a tea spoon to a cathedral, and in decorating its surface. By a proper classification of ornament the learner is made acquainted with the distinguishing features of different great decorative styles.

The pupil draws from flat copies, which are made as beautiful as possible for the purpose of developing his taste, as he looks at them. Some of his drawings he makes of the same size as the copies, others larger, others smaller. The pupil also draws forms from memory, especially historic forms, that he may thus develop the memory and store his mind with things worthy of remembrance. Again, he draws from dictation; that is, from verbal description only, and thus learns to translate words into visible forms, a power of great value to every artisan. Finally, he is exercised in making original designs; this develops the inventive powers, and shows whether the learner has acquired knowledge and taste as well as dexterity in the use of the pencil. These

different modes of drawing are practiced from the very outset of systematic instruction.

Precedence is given to knowledge, never to mere dexterity in the use of the pencil. Before all else a line must be drawn for a recognizable purpose. For sundry reasons the learner is required to draw with rapidity, yet always with understanding. He draws with the free-hand alone, except in the case of an original design, when he employs whatever mechanical aids will facilitate his work, as the design is to be judged, not by the difficulties overcome in making it, but by the knowledge, taste, and originality it displays.

For the great majority of persons this department of drawing is the most valuable of all, developing the taste so thoroughly as it does, while at the same time it trains the perceptive powers. But no one department can take the place of another; hence, to give suitable portions of different departments is much better than confining public instruction to one department alone.

## II—DRAWING PROBLEMS IN PLANE GEOMETRY, WITH PRACTICAL APPLICATIONS. INSTRUMENTAL.

The drawings in this department represent only two dimensions, length and breadth. Thus far the drawings resemble those in the first department. Some of them, indeed, are the same, for the work in the first department begins with figures in plane geometry. In the first department, however, the drawings are executed with the free-hand, as only approximate accuracy is aimed at; but in this they are executed with instruments, and so nothing short of the utmost precision is tolerated. An instrumental drawing to be good must be perfect. The construction of the higher plane curves, which do not close, like the cycloid, the epi-cycloid, the parabola, is included in this department. Then practical applications are given to show the use of the knowledge acquired in the drawing of geometrical problems.

The drawings are made from flat copies, and are executed with a pair of compasses and a square. Of all the departments of drawing this is the easiest to learn. Even young children soon learn to handle the instruments with ease, and they are delighted with the work, since they so readily obtain exact results. The problems are drawn two or three times, and in different positions to familiarize the learner with the steps and fix them in the memory. The problems, as also their practical applications, are best drawn on a reasonably large scale, since the difficulty of executing

all instrumental drawings with precision increases as the size of the drawing decreases.

The great value of this department of drawing is readily inferred from the fact that the figures and curves of which it treats are employed by all kinds of artisans—carpenters, masons, machinists, ship-builders, bridge-builders, etc., etc. Even decorative designers have constant occasion to make use of the problems of plane geometry, since nearly all ornament is based upon a geometrical construction. The time of the pupil is never to be wasted in drawing those problems of which practical applications are seldom or never made. Hence, there is room for the exercise of a judicious discretion in selecting the problems.

When the learner executes these drawings, as he should in the main, by following the directions of a suitable text, he obtains a better discipline in the precise use of language and in the interpretation of the printed page, than is possible to be had from any other common school study. All other studies feel the good influence of this.

Of course no heed is paid, in the case of children, to the geometrical demonstrations which show the reason for the different steps taken in drawing the problems. Were this done, then children would be obliged to omit this department of drawing. As it is, the facts now properly come before the reasoning.

### III—MODEL AND OBJECT DRAWING—FREE-HAND, OR POPULAR, PERSPECTIVE.

This department deals with the three dimensions—length, breadth and thickness. Geometrical solids, like the cone, cylinder, cube, etc., receive the first attention; then come objects, manufactured or natural, whose general shapes are decidedly geometrical. The drawing of ornament in relief, as sculptured or plastic, constitutes an important feature. In the first department there is much drawing of such ornament from flat copies giving merely the outline. Lastly comes drawing of the human figure from the cast, the learner having previously drawn it, however, from flat copies.

At first the drawings are made in simple outline, especially if the learner is young. When the representation of the solid in this manner has been fairly mastered, then light and shade are added, making the representation more realistic. As light and shade cannot be used except when the three dimensions are repre-

sented, light and shade can have no place in the first or second department of drawing. In no department, indeed, should the young learner be set to making shaded drawings before he has fairly mastered pure form. *No amount of shading, however good, can compensate for defects in rendering the pure form of an object.*

For the purpose of graduating the difficulties flat copies are used, at first, either alone or in connection with the solid forms. The desired results are best secured by the joint use of the two. The learner much more readily acquires, by the aid of the flat copies than without, a clear perception of the principles to be observed in drawing from the solid; for, the flat copy showing the result of an exact application of these principles, he can compare this paper result with the solid before his eyes; or, in the absence of the solid, he can compare it with the form of the solid as realized by an effort of the imagination. Having studied and drawn his flat copy, the learner next makes a drawing from the solid itself, giving another view, or from another object whose general shape is the same. For example, having drawn a cone he proceeds to draw some conical object. At last, when the general principles and modes of working have been mastered, flat copies are wholly dispensed with, and the pupil draws from the solid alone, which is genuine object and model drawing.

The special work of this department is the representation of things as they *appear*. The copies and models should, of course, be as beautiful as possible for the purpose of developing the taste. In order to represent objects as they appear, one must attend to the three things which I will now describe.

The rays of light from every object necessarily converge as they enter the eye. Hence, the nearer the object, the larger the angle of vision, the larger the object appears, and the larger it must be represented in comparison with objects at a greater distance. Again, parallel lines retreating from the eye appear to converge towards a common point. If the lines are horizontal and retreat directly from the eye, then the common point to which they appear to tend is on a level with the eye, and directly in front of it. Illustrations of this are numerous. When, for instance, one looks lengthwise of a long room, the sides, floor and ceiling appear in a marked manner to converge; and if the room were long enough they would apparently contract to lines and meet in a point on a level with the eye. In drawing objects which have parallel lines, retreating directly or obliquely from the eye, this

tendency to converge must be represented. Again, lines and surfaces, when viewed obliquely, appear to be less than they really are. This apparent decrease in the length of a line, or in the breadth of a surface, when they are turned away from the eye, is called *foreshortening*, that is, a shortening of the fore, or front view. The effect of foreshortening upon a circle is to give it the appearance of an ellipse.

In model and object drawing one must attend to the three simple things just described: First, to the effect of distance; second, to the convergence of retreating parallel lines; third, to foreshortening. In themselves these are easy things to understand; but to apply them rightly and readily in drawing requires much practice. So accustomed are we, every day of our lives, to make allowance for these appearances, these optical illusions as they might perhaps be called, that no one without training, unless he has a rare genius for seeing, can describe in words or with a pencil just what it is that he does see. If any one doubts this, let him undertake, for the first time, to draw so simple a thing as a cube.

By practice in model and object drawing one learns not only to represent what is seen, but to "see in space," as it is technically termed. He learns to form a clear mental picture of those parts of an object which are invisible, and upon which the correct representation of the visible parts is dependent; also of objects which are described by another in words; and, again, of objects which he wishes to make from his own conceptions. This power of realizing the forms of objects by an effort of the imagination is of great value, not only to the artist, but to every artisan, as he is constantly called upon to exercise his mind in this way. Indeed, every person has more or less use for this power.

This department of drawing is called free-hand, or popular, perspective, because the drawings are executed without the aid of instruments, and because neither the size nor the distance of the object is given. All measurements are usually made with a pencil or rule, held at arm's length, directly in front of the eye. By the aid of the measurements thus obtained you "draw what you see," as the order runs, provided you can make out just what it is you do see. All vertical lines in the object must be drawn vertical. Upon the oblique line *first* draw depend the positions of all the *other* oblique lines which must be drawn with due observance of the three things that I have described.

## IV—EXACT, OR MATHEMATICAL, PERSPECTIVE. INSTRUMENTAL.

Like the last, this department of drawing deals with the three dimensions—length, breadth and thickness. The word perspective means, “*seen through.*” By a perspective drawing, therefore, is meant a pictorial representation of objects as if they were seen through a transparent vertical plane—of glass, for example—and were drawn as thus seen, on the vertical plane, the draughtsman closing one eye and keeping the same position until the drawing is finished. Illustrate by thus drawing on a window-pane an outline of the objects seen through it. The paper on which a perspective drawing is made must, therefore, be regarded as representing a vertical transparent plane. In model and object drawing the representation is really of similar character, though the mode of working is such that nothing need be said of the vertical plane. But in this department of drawing the size of the object, its position behind the vertical picture plane, the position of the spectator in front of the same, must all be given precisely. An exact perspective drawing of the object can then be made, and not otherwise—made, too, without the presence of the object.

It will thus be seen that to the artist, working under no mathematically precise conditions, this kind of perspective can be of but little direct use, though of great indirect use by affording him a clear knowledge of the principles he must observe in free-hand perspective. Exact perspective is, on the other hand, of direct use to every draughtsman who makes drawings for the purposes of construction, since he so frequently desires to show just how the building, machine, or other object for which he has made the working-drawings, will really look when it is completed. But the ordinary workman seldom has occasion for exact perspective, since free-hand perspective, in nearly all cases, fully meets his wants. Still he should be grounded in elementary applications of exact perspective because of the good influence on free-hand perspective. Like the latter it also trains one to “see in space,” and so is of more or less benefit to all.

Perspective, founded as it is upon geometry and the laws of vision, is an exact science. Hence, with instruments, the same as required in plane geometrical drawing, perfectly exact results can be secured. Practically, it is only with straight lines that perspective can deal; when other lines are introduced they can only be drawn with approximate precision by the help of straight



lines. Hence, three divisions are made of exact perspective: *parallel*, *angular*, and *oblique*, or *accidental*. These may be illustrated by the drawing of a cube: if the cube stands level, with its side parallel to the picture plane, it is called parallel perspective; if it stands level, with its side turned from the picture plane, it is called angular perspective; if it does not stand level, and so has neither side nor edge parallel to the picture plane, it is called oblique perspective.

#### V—MECHANICAL DRAWING. INSTRUMENTAL.

This department of drawing deals with the three dimensions, but in a manner entirely different from perspective, and for an entirely different purpose. Perspective represents an object as a whole, and as it appears; the end it aims at is simply pictorial. This department of drawing is never employed to represent objects already made, but *to be made*. Its aim is construction; it therefore represents the proposed object in sections, in parts, for the guidance of the workman in putting them together. Even these parts are not represented pictorially, but as they *actually are*. They are drawn to a scale, that is, one who understands the drawings can construct from them just what is required, no matter how intricate the object. Hence they are called working-drawings.

In order to make these drawings, or to work from them, one needs to understand plane geometrical drawing; also the method of representing solids, which is founded on descriptive geometry, and is called orthographic projection, that is, the representation of solids as they are, to distinguish it from pictorial projection, or perspective, the representation of solids as they appear.

The drawings in this department are usually supposed to be made upon two intersecting planes, the one horizontal, the other vertical. The drawing on the horizontal plane, or that part of the sheet of paper which represents it, is called the plan; the drawing on the vertical plane, or that part of the paper which represents it, is called the elevation. The object is supposed to be between the eye and the plane on which it is projected, or drawn, but the eye is supposed to be at an infinite distance from the object, and so the rays of light must move from the object towards the eye in parallel lines, and can never converge as in perspective. This is equivalent to considering the eye opposite each point in the object to be drawn. Foreshortening is the only thing which perspective

and orthographic projection, or mechanical drawing, have in common, and even this is not just the same in each, since the former takes account of distance, while the latter does not. Under mechanical drawing I include architectural drawing, machine, ship, bridge drawing—working-drawings in general.

All the wonderful things that can be done by orthographic projection, depend upon this simple fact, to wit: From the united plan and elevation of any line, no matter how much the line may be foreshortened in each, the exact length of the line can always be determined; and hence the object required by any drawing of this kind, since all objects are bounded by lines, can always be made with the utmost precision.

What is termed isometric projection is also quite frequently employed for making simple mechanical drawings, especially if numerous parallel parts are to be represented. This is also called isometric perspective because the object to be represented may be regarded as placed behind a transparent vertical plane, as in pictorial projection, on which the drawing is made. But there is no convergence of the rays of light. The leading lines of the object are all represented at the same angle to the picture plane; hence they are all foreshortened alike, which is equivalent to no foreshortening; and hence the drawing is readily made to a scale. Thus the drawing becomes a picture (by courtesy) and at the same time a working-drawing. This mode of representation has two advantages: 1, the drawings are easily made; 2, they are more easily understood by workmen who are stupid at "seeing in space" than drawings with plan and elevation, for the latter give not even an approximate picture of the object required. But the only certain thing under all circumstances, the only thing equal to all emergencies, is orthographic projection, with its plan and elevation. To this, however, should be added isometric projection, because it is so quickly learned, and is so useful in simple cases.

The work in this department begins with the representation of geometrical solids, in different positions, and then in sections, followed by the development of surfaces, all of which exemplifies the principles that must be observed in making applied drawings. Practical applications in different departments of industry are then made of these principles to show their utility. For the purpose of facilitating instruction, flat copies, provided in books and otherwise, are exceedingly useful. *A carefully prepared text should*

*accompany them.* These flat copies are supplemented by models and objects, which lessen the demands made upon the imagination, though very much can be done without the aid of the latter, and well done. The instruments required in geometrical drawing are sufficient for elementary practice in this department.

Nearly every thing now that is well made is made from a drawing; and the artisan who can work from a drawing, without the direction of another, may reasonably count upon receiving one-third more wages than if he were unable to do this. Furthermore, the artisan who has not a good knowledge of drawing cannot reasonably look forward to promotion and large increase of wages. As so many boys must become artisans—carpenters, masons, machinists, ship-builders, bridge-builders, locomotive builders, carriage-makers, etc.,—the public school should certainly undertake to qualify them to *read* working-drawings, even if it does not aim to make professional draughtsmen.

#### CYCLICAL COURSES.

It is thus seen that drawing, like mathematics, may, with good reason, be divided into several distinct departments, having one thing in common, the representation of form. In the main each can be studied independently of all the others. It is not best, however, to attempt to complete one department before touching another—that is, if more than one department is to be studied at all; yet it does not follow, necessarily, that two or more departments should be attended to at the same time. In mathematics it is not found best to omit all else until arithmetic, for example, or algebra, has been completely mastered, but rather to take portions of different departments at successive, or alternate periods. So experience has shown that portions of different departments of drawing should be taken in the same way. The work can thus be better adapted to the age of the pupil; he obtains a superior educational discipline, while he learns those things which, if his school life unexpectedly closes at any point, will prove of the most practical service to him. It is also found that practice in one department of drawing often exerts a very favorable influence upon practice in another; thus work with instruments helps free-hand drawing, and the reverse.

From what has just been said it naturally follows that drawing, if we would secure the broadest and best results, should be

arranged in courses; and these courses should be cyclical—that is, the advancement, instead of being wholly along a straight line, should rather be in different directions, like an enlarging circle. Much in this way the system of public art instruction, of which drawing is the basis, has been arranged in Massachusetts under the general direction of Mr. Walter Smith. As I believe the Massachusetts system to rest upon a thoroughly sound basis both of reason and experience, and as I believe all future instruction in drawing in this country, if good, must closely conform to the leading features of this system, however it may differ in details, it seems to me I cannot do better than briefly to describe the courses it maps out for public day schools only, omitting night schools for workmen, technical schools, and art schools. These courses are four.

#### COURSE FOR PRIMARY SCHOOLS.

This course concerns itself with lines, plane geometrical forms, geometrical and conventional design. Definitions of terms, chiefly geometrical, are carefully taught, rather by ocular illustration than by making demand on the verbal memory. The study of flowers and foliage is introduced, not simply for the purpose of drawing them, but rather for the purpose of showing whence are derived the principles of design, such as symmetry, repetition, breadth, repose.

The learner draws on a slate from flat copies on cards. That the *taste* may be cultivated these copies are made as beautiful as possible; many of them are representations of historical forms. He also draws from large copies placed on the blackboard by the teacher; he thus learns proportional reduction, the opposite of which, that is, enlargement, he learns when drawing from the cards. He, also, draws from memory and dictation; by the first exercise he stores his mind with classic forms, and by the last he acquires the power of translating verbal descriptions into visible forms. Finally, the invention and the taste of the pupil, at even this early stage, are exercised in the production of original designs. This course is severe, but the element of design makes it very fascinating even for young children. There is no other good course to take. If the pupil never goes farther than this, he acquires a knowledge of drawing and design, a training of the hand and eye, which will prove of daily service to him as long as he lives.

It will be seen that this course is limited to one department, the most important of all—flat outline drawing and design; but the things which it teaches, and its methods, are various. The work is all free-hand. It is intended for a systematic beginning, and to occupy about three years. It is not adapted to pupils under six and a half or seven years of age.

With this course, as with each course, goes a Manual for the guidance of the teacher. This Manual contains full explanations of principles and methods, and ample directions for handling classes and imparting instruction.

#### COURSE FOR INTERMEDIATE SCHOOLS.

At this point the learner begins to draw systematically on paper in books. It is a good point for review; and so the Intermediate course briefly reviews the Primary course. There is no omission of principles, but the illustrations are less extended. Hence the beginner, if he is old enough to draw on paper, and to handle a book, *can start with this course without losing* aught in the way of principles. And it is to be remembered always that the Massachusetts system of drawing lays more stress upon *knowledge of principles* than upon mere skill of hand. The Intermediate course enlarges upon geometrical and conventional design, and gives much more attention to tracing the laws which are observed in good decorative art, to their source in nature—mainly in the vegetable world. It gives some knowledge of style by grouping historic ornament and pointing out some of the more notable features of several classic styles. Thus the pupil not only learns to draw, but he learns a great deal besides. Lastly, the Intermediate course makes a commencement of model and object drawing, and thus it consists of portions from two general departments.

The work is all done with the free-hand, as in the Primary course, and the methods are the same. There is drawing from flat copies, supplemented by drawing from the solid in the object and model section; drawing from memory and dictation; with exercises in original design. The pupil is taught and required to use the methods which the practical draughtsman employs in executing his original designs. The merit of an original design is almost wholly determined by the *taste* and *knowledge* which it displays, and never by the method, which should be the easiest possible, that is followed in making it.

The Intermediate course is intended to cover one year, if the pupils have previously used the cards. Where Intermediate schools are wanting, it goes into the lower classes of the Grammar school. It is well adapted to the present needs of country schools. If the teacher makes a proper use of the Manual, no pupil can go through with even this brief course without obtaining a good deal of art culture and much practical knowledge.

Since the different departments of drawing are, in the main, independent, it will be understood that the object and model section of the course can be omitted, or the other section, should local circumstances seem to justify.

#### COURSE FOR GRAMMAR SCHOOLS.

This course embraces portions of four departments of drawing, to wit: flat outline and designing, plane geometrical, object and model, and exact perspective. Instruments which young pupils take so much delight in using and so soon learn to handle with ease, are now for the first time used.

Design, especially conventional design, is still further enlarged upon. In order to illustrate the treatment of natural objects for the purposes of ornamentation, botanical analysis receives much more attention than heretofore. The distinguishing features in the decorative styles of the most notable nations and periods are as fully treated as the pencil alone and the age of the learner will admit. The learner is required not only to make original designs, but at times to make them in a particular style, as Egyptian or Greek. Thus he is introduced to classic art as, by reading, he ought at the same time to be introduced to classic literature. Such drawing is much more than mere copying; it is a constant exercise in *thinking*; it increases historical knowledge as well as taste. More advanced and much better work in object and model drawing is required at the hands of the pupil than in the preceding course. In these two departments the drawing is all free-hand except so far as instruments are employed in making the original designs.

By the aid of the instruments which are now introduced the most practical problems of plane geometry, including what are termed the higher plane curves, with applications, are drawn in pencil. India ink can, of course, be used, if deemed best. Finally, the pupil receives sufficient instruction in exact or mathematical

perspective to enable him to represent objects in parallel or angular position, which is the way objects are usually represented. The plane geometrical drawing is intended to alternate with the flat outline and designing. Both deal with length and breadth alone, and much that is done in the one department with the free-hand is done in the other with instruments. The exact perspective is intended to alternate with the model and object drawing. Both deal with the three dimensions pictorially, in the one case instruments being used, in the other, not. It is better, I think, for the pupil not to change from one department to another daily—that is, to draw with instruments to-day and with the free-hand to-morrow, but rather to change once a week, fortnight, or month.

This course has little or nothing to do with the representation of objects in light and shade, which is such a slow, laborious process, and which should not be attempted by young persons until inherent form has been fairly mastered. Some use is made of half-tint to indicate relief in designs for sculptured and plastic ornament. Throughout the course provision is made for more or less drawing from natural objects in outline.

In a word, it is expected that the pupil at the end of this course will be well grounded in the principles of practical design as applied to the forms of objects and their decoration, and capable of drawing in outline, with intelligence, rapidity and a good degree of precision, any object whatever, artificial or natural. This is what every good system of drawing should aim to do, and should do.

The Grammar course which has been described is an ideal one, intended alike for boys and girls. It is not yet carried out fully in any Grammar school in Massachusetts, though it soon will be. Every one perceives that, upon the first introduction of drawing into a Grammar or High school, the instruction must be largely provisional—that is, adapted to the temporary condition of things, and not such as will be best when the pupils have learned the elements of drawing in the lower schools. But from the outset one should have a clear notion of what ought to be attained ultimately.

The average pupil who takes the full Grammar school course in drawing, as here set forth, is expected to accomplish all that is required by giving to it two school hours each week for four years. By giving more time to it each week, which I should pronounce the better way, the drawing can be discontinued at

intervals. But let it be kept in mind that any one of the departments can be wholly omitted, whenever it is thought that the local or transitory situation requires this to be done. It is one of the felicities of the Massachusetts system of drawing that every school can select from it, whenever the whole cannot be taken, just what is best adapted to its circumstances.

#### COURSE FOR HIGH SCHOOLS.

This course which is, in a large degree, *elective*, because, in a large degree, it deals with the direct applications of drawing to artistic and industrial purposes, embraces work in all the departments.

It embraces advanced work in flat outline drawing and designing, with the important addition of color. The great decorative styles, as modified by color, are presented anew. Here comes, with botanical analysis, the drawing of the natural forms in color, and the making, from these natural forms, of original designs in color for a great variety of purposes—for the decoration of walls and ceilings, of woven fabrics, of tiles, of pottery, etc. The course also embraces advanced object and model drawing, in light and shade; drawing of relieved ornament in light and shade from the cast; drawing of the human figure, first from flat copies and then from the cast. Instruction is given in landscape drawing. Finally, mechanical drawing, based on orthographic and isometric projection, and of course involving plane geometrical drawing, is treated quite fully, as to the elucidation of principles and practical applications to the building of machines, to architectural purposes and the like.

The work in this course is done partly with the free-hand and partly with instruments. Flat copies in books, and larger ones mounted on board, together with models and casts, are used. There is no sameness in the methods of instruction. The taking up of light and shade calls for one thing not required in the other courses—a *suitable room* for drawing from the models and casts; and to be suitable the light *must be steady*. Such a light is best secured in the day time, when it is admitted into the room only from the north side.

Pupils who have fairly mastered the Grammar course will have no difficulty with such portions of this as they may elect to take. Until the pupils have gone through with the Grammar course, the



instruction in the High school must be wholly provisional, such things being taken as the circumstances will justify.

I have now given an outline of the four courses; a careful reading will, I think, make the whole intelligible. To do the work embraced in these courses the pupil will need, if nothing is omitted, to give to it about two hours a week,—forty weeks in a year. As I have already said, I believe better results can be secured by giving more time each week to drawing, when any time at all is given to it, and then dropping it altogether. Thus, in a Grammar school much more can be accomplished, as, I think, in four hours a week for twenty weeks, than in two hours a week for forty weeks.

#### THE TRUER BASIS OF ALL DRAWING.

There are different opinions as to the best way to begin the study of drawing. One holds that the human figure should be taken first, and that the student should be mainly confined to the drawing of that, even when a purely industrial result alone is sought. Another holds that drawing should begin with natural objects in general, and should be chiefly confined to them, whatever the end sought, because all art is founded upon nature. Both of these modes, though sustained by the practice of some pretty good, but idiosyncratic, authorities, are condemned alike by the principles of right teaching, and by the practice of the ablest masters, as well as by the widest experience, ancient and modern. It is simply absurd to expect an architect, for example, or a designer for textile fabrics, to learn the principles of decoration, of which each should be master, from drawing the human figure. Again, it is absurd to expect any one can become a master of proportion and an accurate draughtsman, simply by drawing all sorts of natural objects, since the proportions of the objects cannot be exactly known, and therefore, as the drawings can never be verified by definite tests, errors must go uncorrected. Almost every child can make a drawing of an object, as of a horse, sufficiently near the general truth, although every proportion and every detail be wrong, to show that it is intended for a horse and not for an elephant. The child is pleased with the result, and so are older ones perhaps. But such drawing, if it constitutes the staple of the learner's work, does a vast deal of mischief by developing self-conceit and in other ways; for it gives the impression that something really meritorious has been accomplished, when

the reverse is true. Such practice cannot be justified, as justification is often attempted, by declaring that all art is based upon nature, and that children take delight in drawing natural objects. Children take delight in many other things which are justly forbidden them. Only those few persons who possess the rarest eye for proportion can be trusted, in the outset, to draw wholly or even very largely from nature.

Geometry is the *only true basis of drawing*, artistic or industrial. Until lines, with geometrical forms, plane and solid, have been well mastered, no special attention should be given to drawing natural forms. Nor is it enough for the pupil to learn simply to draw geometrical forms; when he comes to the drawing of objects, natural or artificial, he should be taught to study the object before beginning to draw it, for the purpose of determining the geometrical form upon which its particular form is based. Having ascertained what the geometrical form is, he then can properly proceed, by the aid of this, to draw the specific form.

Now, it happens that nearly every natural form is based upon some geometrical form; and hence, when it is said that drawing should begin with nature because art is based upon nature, it is rightly retorted, "Not so; but begin with the drawing of geometrical forms because nature herself is based upon geometry, and one cannot become a master of natural form until he has first become master of geometrical form." A right system of drawing, even if it has only an artistic result in view, will adhere to a geometrical basis from commencement to conclusion. Such has been the practice of the greatest masters; such is the practice of the best European schools of art to-day; and this practice has the official sanction of the educational departments of the French and English governments.

But it is not proper, as might be inferred, to proceed at once from the drawing of the geometrical form to the drawing of the natural form. There is an intermediate stage—the drawing of those conventional forms, which are derived from natural forms, and are employed in decorative art. All natural objects are symmetrical, with due allowance, of course, for irregular details. Thus the two sides of a leaf, or the human figure, symmetrically balance each other, while the petals of flowers, or the parts of snow-flakes, are usually repeated symmetrically about a centre. Every where in nature symmetry is seen. Now, conventional forms employed for ornament are, in the main, severely symmetrical, all the

irregular details of the natural forms being omitted. Hence, the drawing of a conventional form can be verified by exact tests; the errors detected and corrected; hence the conventional form must come before the natural form in every rationally graded system of drawing.

Thus we have three logical steps in drawing, to which all things must make concession: 1, The geometrical form; 2, the conventional form; 3, the natural form. Thus it follows, also, that the true elementary basis of industrial art is the true elementary basis of fine art. Just so in mathematics, the right elementary instruction to produce a civil engineer is the right elementary instruction to produce a mathematician, pure and simple.

In connection with drawing, we often hear the expressions—"massing of form," "massing of light and shade." This means that the large general features should receive the first attention, and so it is in harmony with what has been said about the geometrical form and symmetry. Thus, for example, the head as a whole, and then its leading divisions must be accurately proportioned and drawn before the little details are attempted. But this is not peculiar to art instruction; it is a principle followed in all good instruction whatever may be the subject. It is so in arithmetic, for instance, in grammar, or any branch of science. Unless the "mass" is right, is thoroughly comprehended, the detail is of little consequence.

#### BOOKS AND MODELS.

It is held by some that drawing can be taught only by the living teacher; that books can be of little service to either teacher or learner. According to such persons drawing can be transmitted from master to pupil only as a tradition. Now, it seems to me, looking at the matter in an educational light, that no study, except reading, can be helped so much by suitable books as this same study of drawing.

Whatever can be taught at all must embrace both *facts* and *laws*—facts which can be memorized, laws which can be rationally apprehended. Facts and laws can be described in words; if in words, then in printed words. More than that, a printed text carefully prepared by an expert must ever be better than an oral statement of the same thing even by the same expert. The living teacher has, indeed, two advantages over a book: 1, if his first

explanation is not comprehended, he can give another; 2, his presence and his spirit stimulate the learner. But the use of a book does not annul either of these advantages. With a book in the hands of an average pupil there is a sufficient occasion for the teacher to explain and stimulate. That pupil does best who gets on with the aid of his book alone. He does best, because he is best prepared to make his way after he has left school and must rely mainly upon himself and upon books to increase his knowledge. When a boy has learned to use a book rightly, he has already, in my opinion, acquired a good education. To learn to use a book rightly is no easy task; and it certainly cannot be accomplished without using a book.

The teacher should neither be the slave of the text-book, nor flippantly put himself above it. He should use it as a guide to systematic instruction, adding to it or subtracting from it as the case may be, if absolutely obliged by circumstances to do so. It is to be presumed that one who has devoted himself to making a text-book upon any subject, has fully considered the *logical dependence* of all the parts, where to lay the *emphasis* of instruction, and where to *touch lightly*. I know very well that this presumption does not always hold true. But that is not an argument against text-books in general—only against poor ones. In my opinion the very best teacher cannot instruct a class in algebra, for example, without a text-book, so well as a second or third-rate teacher could instruct the same pupils, they using such a philosophical work as Prof. Olney's Complete School Algebra, and the teacher giving no explanation except when absolutely essential.

I have had occasion in the past to say not a little against text-books, but it was always against what I deemed poor ones. For instance, I have always condemned the stereotyped school histories of the past, containing as they did nothing but a great mass of lifeless facts. It does not follow, however, that I should condemn such a book as the new "Young Folks' History of the United States," by Col. Higginson, with its reasonably limited amount of details, plus the soul of history, that makes the details of worth. Indeed, I rejoice at the appearance of such a school book.

Thus it is seen that I believe in text-books on general principles. They should be philosophically made always; they should be small or large, according to the educational necessities of the

case, not according to precedent or the commercial necessities of the publisher. It is true that books cannot create genius, nor can a teacher, even the ablest. It is also true that genius can make its way without books, and so it can without a teacher. But both books and teacher can be of great service even to genius.

And now let us consider the specific use of drawing books in the public schools. Drawing has a broad basis of facts and of laws, all of which can be plainly set forth in words. Hence there is the same necessity for a printed text in the study of drawing as in any other study based on facts and laws—a printed text not only for the teacher, but for the pupil when he is old enough to read. Furthermore, because these facts and laws are to receive visible illustration by the pencil, we have an additional reason for placing in the hands of the pupil books containing not only text but drawing copies.

It is, indeed, said that these copies can be put on the blackboard by the teacher, or can be provided by wall charts. To both of these things there are valid objections. 1. The teacher has neither the time nor the strength to draw on the blackboard all the copies required. 2. The pupils would be exercised in reduction alone; whereas they should be exercised in enlargement also, and in exact reproduction of the copy. 3. Development of the taste, while it is a *universal good*, is also the most valuable of all the ends to be gained by drawing. To develop the taste there must be two things: explanation of the principles of beauty, and beautiful copies and models to draw. For such copies we cannot rely upon the teacher. They must be provided by experts, with an abundance of time to make them perfect. The blackboard, therefore, is not to be used for pictorial purposes, except to furnish a few simple copies for exercising the pupils in reduction; but it may be made of great service to illustrate principles and methods, for which rudely and rapidly executed drawings are sufficient. Drawings to be hung on the wall may be made as beautiful as the best. But that is not enough. They must not only be beautiful; the one who draws from them must be in a position to *see them as they are*. Now, when wall charts are used for teaching large classes, it is only the few who sit directly in front of the drawings that can see them thus. Every one who sits to the right or left gets an oblique view. For the greater part of the class, therefore, the drawings are distorted; a square appears oblong; a circle, an ellipse; and every graceful curve becomes a

teacher, not of beauty, but of ugliness. Hence the use of wall charts for the instruction of classes is forbidden in all good schools of art; the drawing copies are placed directly before each pupil that they may be properly and distinctly seen.

Again, if it is desired in any town or city to have a systematic course of instruction in drawing, which can be easily followed by all the schools with equal pace, this course must have a common basis of prescribed text-books. That is, drawing must be treated like all other studies. But it will cost. Yes, and cost is always to be considered, when it is a really valid objection. If, however, by the expenditure of fifty cents the pupil can, in six months, learn as much as he would learn in twelve with an expenditure of only ten cents, then surely the expenditure of the fifty is justifiable. The first things to be considered, are *the acquisition of knowledge and the saving of time.*

All the cards, books and pencils required for the first three courses which I have described, covering eight years, will, when of the best quality, cost the pupil, at retail prices, only about four dollars, or about fifty cents a year; the books to contain paper not only for the reproduction of the given copies, but for the memory and dictation-exercises, and for the original designs. The instruments will cost one dollar—a little more or a little less, according to quality. For the pupil in the High school course the expenditure will be about two dollars—the models, casts, and mounted copies being owned by the school and used from year to year.

#### TEACHERS.

With books containing suitable copies and a suitable text—the account I have given of drawing should enable one to select such books with a good degree of certainty—the regular teachers in the public schools can reasonably undertake to teach classes in the elements of drawing, provided they make an earnest effort and follow the given directions. It is, of course, essential that the text be clear, that it cover both the facts and the principles of drawing, and that the teacher be a good teacher in general. To know a thing is not always to know how to teach it successfully. Hence it is that so many who are excellent draughtsmen and artists fail in their attempts to teach drawing, while others having little knowledge of the subject, but a fair knowledge of the teacher's art, produce good results in the elementary stages.

The best teacher, indeed, must know his immediate subject well, and the more he knows beyond it the better.

To say, however, that we can have in this country no good instruction in art, and so no good instruction in drawing, which is the basis of all art, though we may have good text-books, good models, casts, museums, until we have great artists for teachers—and this wild talk we hear now and then—is just as absurd as to say we can have no good instruction in the elements of mathematics, unless we have for teachers great mathematicians like Newton, La Place, Bowditch. All right teaching is founded upon universal laws to which the specific methods of each study must conform. Both these laws and these methods can be mastered theoretically; and so one may, if he choose, know more of the philosophy of art and of the best way to teach it, than a great artist knows simply because he is a great artist. As ignorant as Lord Bacon was of all science, yet he laid down laws of investigation by which all scientists since his day have been guided. Yet this country could not probably make a more valuable importation at the present time than that of a hundred of the ablest artists and art-masters to be found in Europe. But, nevertheless, we should remember that as well as Napoleon could command an army, he could not handle a regiment; and doubtless there are hundreds of primary school teachers in this country who can teach the elements of drawing better than could even Raphael himself.

#### ROOM FOR DRAWING.

We often hear it said, that the course of study in the public schools is already so crowded that there is room for nothing new; and again, even if there was room, that nothing but English branches should be taught in the public schools, as though drawing and natural science were not English quite as much as arithmetic or geography. To all which there is good answer.

Cut down some of the studies now in the public schools, for they occupy much more space than they deserve. Make an earnest effort to give each study just the attention it ought to receive, and in making the effort do not be misled by the *simple local requirements* of to-day; but remember, that in this age there is no standing still for any one, and in this country no caste—no assurance that any child will live and labor in the neighborhood where he was born, doing what his father did before him. Indeed, the child attending school in the most secluded rural district, should

be considered, educationally, the child of the whole country, as he really is, and liable to make his home anywhere, and to engage in any pursuit.

Again, there should be more or less *alternation of studies*; that is, a study should be vigorously pursued for a season and then dropped for a season. Were this done in Grammar and High Schools the pupil would never be obliged to divide his attention among too many things each day, as even now he usually does much to his detriment. This great evil is not so frequently seen in ungraded country schools, where liberty of selection prevails. Of most graded schools it may be said: In the primary division the pupils, since their attention can be kept only a short time upon one thing, are not taught a sufficient number of things, *concurrently, or during the course*, either for their happiness or for their intellectual health. In the grammar and high school divisions, on the other hand, the pupils having acquired self-control and the power of continuous attention, are engaged upon too many things, concurrently, for either their intellectual or their physical good; and yet the course, considered as *a whole*, is too narrow, if only there was a judicious alternation of studies. I entertain little doubt, that if half of the time now given to arithmetic, in grammar schools, were distributed between algebra and geometry, the pupils would finish the course with a better knowledge of arithmetic and with their knowledge of algebra and geometry a clear gain.

The young learner who pursues any one of the leading studies continuously—in language, mathematics, science—must either advance at a snail's pace, and thus acquire a dawdling habit, or he must soon come upon difficulties beyond his ready comprehension. Now, I do not believe in the snail's pace, but in the reverse; and so when the immature pupil comes to where he cannot advance without extraordinary effort on his part and a vast deal of assistance from the teacher, I would have him stop a few months and *grow*, meantime giving his attention to something better adapted to his immature powers. Light gymnastics, physical or mental, are best for him who is growing. Again, most persons, and especially the young, tire of studying the same thing without cessation for years. Intervals of rest are renewals of zest, in study as in other matters. Again, the pursuit of that larger number of studies, during a period of several years, which alternation permits without loading the daily school programme and distracting



the attention of the learner, exerts a decidedly favorable influence upon each separate study. This results from the *interdependence of studies*, and from that *general power* acquired by the learner which can only come from breadth of culture. It is a grave error to suppose that any one study can be best mastered by the young learner if he gives his uninterrupted attention to it for a long period.

Thus, by judiciously cutting down studies already in the public schools and by alternation, room enough can be found for all the new studies—there are others besides drawing—which should be made compulsory. But it will be said: “We are not ready to cut down other studies; not ready for alternation.” Then do with drawing as so many others are doing; give it a fair share of space in the present school programme; examine and promote pupils in it as in arithmetic. Be in earnest with drawing, else leave it wholly alone.

#### THE UTILITY OF DRAWING.

Already I have more than once alluded to the utility of drawing both in the way of culture and in its application to industry. It would be an easy matter to fill a volume with illustrative examples of this two-fold utility. Whoever carefully reads the account I have given cannot fail to perceive, if he is at all acquainted with the philosophy of teaching, that drawing must afford an admirable discipline and must exert a favorable influence upon every other study. I entertain little or no doubt that drawing of the character I have described, when properly taught, saves by its favorable influence upon other school studies, all the time it demands for itself. Again, since its special province is the representation of form and the development of taste, so far as taste relates to form, its direct bearing upon the daily life and happiness of all and upon all kinds of industry, must be obvious to every one who stops to think. Producer, vender and consumer are profited by its lessons. In the summary of an inquiry as to the best education of workmen, made by a distinguished French Imperial Commission a few years since, occurs this sentence: “Among all the branches of instruction, which in different degrees, from the highest to the lowest grade, can contribute to the technical education of either sex, drawing in all its forms and applications, has been almost unanimously regarded as the one which it is the most important

to make common." On such a question French authority is the best in the world. French education conforms to the opinion expressed in the words quoted. Whoever attends the Centennial Exposition at Philadelphia will behold the results of such education, not only in France, but in other European countries, where drawing is made the foundation of all manufactures and of all art.

### PROFESSIONAL TRAINING SCHOOLS.

Nearly one hundred and fifty years have elapsed since the establishment of the first Normal or Training School for teachers. This was in Stettin, Prussia, in the year 1735. Seventy-five years later France opened its first seminary for the professional instruction of teachers, followed in a few years by Holland, and subsequently by other countries of Europe, up to the present time. Now they may be numbered by the hundred in the European systems of public education, Prussia and the smaller German States having 141; Belgium, 14; Switzerland, (one for each canton); France, more than 90; England, 40; Sweden, 9; Norway, 6. The recent school laws of Italy, Austria and Turkey, provide for the establishment and maintenance of Normal Schools. Thus, it will be seen, that nearly all the governments of Europe have made explicit provision for this element in their systems of public instruction. Permit me to show the development of Austria in this direction :

"The parent normal school in Vienna was established a hundred years ago by Maria Theresa. Within a few years this institution has been thoroughly reorganized and reformed, and others have been established, so that there are now in the city four normal schools, besides a training-school for Kindergarten teachers. These institutions are normal schools in the true sense of the word, and not, like too many of the normal schools in this country, simply academic schools with the addition of a slender provision for the instruction of the graduating class in the theory and practice of teaching.

One of these schools for the professional training of teachers, which has recently been established and is called the Vienna Pedagogium, is quite unique in character. It is designed for the further improvement of graduates of the normal schools of the ordinary type and of teachers already engaged in the service of the city. No pupils are admitted who have not already received a graduating diploma from a normal school. The course of training extends through three years. For the purpose of attending this institution, teachers in the public schools may, on application to the city government, be relieved, to a certain extent, from their ordinary duties.

The directorship is in the hands of one of the foremost pedagogists in Europe, who was called to the post from Northern Germany and induced to accept it by the most liberal offers in respect to salary and official privileges. A palatial structure has just been erected for its accommodation, at a cost which would exceed \$300,000 expended in

this country. In this building there is an elementary school for boys and also one for girls, each having seven classes, which admirably serve the purpose, not only of practicing-schools for the teachers in training, but also as model schools for the observations of the teachers engaged in the elementary schools of the city, who are not pupils in the Pedagogium. In order to render them available for these purposes, the hours of their sessions are different from those of the other public schools, the rooms being furnished with gas light for the late afternoon sessions of the winter season. The classes of these model and practicing schools are now taught by the best graduates of the Pedagogium, who are mostly young men, and a more accomplished corps of teachers I think I have never seen elsewhere in a public elementary school. They exhibited the most remarkable skill in the handling of their classes. This excellent institution has already exerted a powerful influence in elevating the character of the Vienna schools.

Thirty years ago, Horace Mann, in his Report on Foreign Education, in speaking of the increasing favor with which normal schools were regarded by the 'great European family of nations, which claim to be called enlightened or civilized,' stigmatizes Austria as "the one empire alone which had signalized its name by an opposite course"; and adds: 'Austria, true to the base and cowardly instincts of ignorance and bigotry, disallows the establishment of a free normal school for the improvement of its people.'—No doubt such language was too strong. But since that time what a change has been brought about! This same Austria can now boast of provision for normal schools far beyond what has been furnished by the governments of the free States of our Republic. And the Austrian minister of public instruction might say, if he wished to draw a comparison between his own country and ours in respect to liberality in providing for the education of the people: 'Behold republican America, with all its boastings about the intelligence of the people and the blessings of free institutions, neglecting the establishment of a single free normal school in its Capital for the improvement of the people, that institution which Mr. Mann said truly was one of the greatest of all modern instrumentalities for the improvement of the race, and then look at the normal school in our own capital.'

In America, after long discussion and earnest representations by the most distinguished educators, the first Training School was opened at Lexington, Mass., in the year 1839. The establishment of this school, even under such favorable influences as are afforded by the intelligence of the Bay State, received its initiatory stimulus from private beneficence, Mr. Edmund Dwight offering the sum of \$10,000 on the condition that the State should appropriate an equal sum. Nearly forty years have elapsed, and we have to-day in the United States, according to the report of the U. S. Commissioner, 101 normal schools, with 773 instructors and 11,778 students. Of these, 48 schools, with 454 instructors, and 7,157 students, are supported or aided by States; 2 schools, with 9 instructors and 182 students, by counties; 7 schools, with 72 instructors and 816 students, by cities; 44 schools, with 248 instructors and 3,623 students, are connected with other educational institutions. These schools are variously distributed through the several States, largely according to the completeness of the several

State school systems and the earnestness and intelligent activity of individual educators.

New York	has	8	at an total annual expense of	\$150,000
Massachusetts	has	5	“ “ “	45,000

This State has also a Normal Art School, and Boston has a City Normal School.

Wisconsin	has	3	at an total annual expense of	\$40,000
Maine		2	“ “ “	12,500
Minnesota		3	“ “ “	25,000
Pennsylvania		5	“ “ “	50,000
Vermont		3	“ “ “	
Illinois		2	“ “ “	45,000

California, Indiana, Michigan, Nebraska, New Hampshire, Rhode Island, and other States, one each, ranging in annual cost from \$5,000 to \$20,000 each. In general terms, we may put the number of schools in the United States devoted wholly or in part to the professional training of teachers at 100, costing annually \$750,000, with an aggregate investment of about \$4,000,000.

It appears, therefore, from this brief historical retrospect, that the Normal School from a small beginning has grown to be an important factor in the great problem of public instruction. And yet, developing rapidly as it has under heavy discouragements, and severe opposition, the actual influence of this agency is extremely small compared with either its possibilities or the demands of the public schools. The whole number of teachers in all classes of institutions reported in the United States, is 221,042; in public and private schools, where most of our youth receive their mental training, 207,683. The Normal Schools at present graduate about 4,000 annually. When we consider in addition to the number of *common* workers mentioned above, 207,683, that their average term of service is but three years, it will be apparent at once that the influence of the Normal School is hardly even a leaven that it can render active and efficient the great mass of unskilled workers in the school-room. A greater, more widespread efficiency for training schools is therefore one of the most important points in the consideration of the Normal School question.

Again, although the Normal School has attained to the venerable age of one hundred and fifty years, it is still, like all other institutions attached to or born with the various developments of human society, an unsettled problem both in its theoretical scope and its practical application. What shall be the distinctive

character of a Normal School? Shall it be purely *normal*, dealing only with the philosophy of education, with psychology and didactics? Or shall it be a school for intellectual acquisition, theoretic teaching and individual applications of principles in attached schools of practice? What shall be the course of study? How long, two, three or *four* years? What branches shall be pursued? What shall be the grade of admission, and shall instruction be free or tuitional? Shall the Normal School furnish a training sufficient for instruction in the academy or high school; or shall its aims be limited to the ordinary public school? These and other like queries arise sufficient to justify a wide but honest difference of opinion.

Considering, therefore, the steady growth of the Normal School element in every enlightened country, the strong hold it has gained in our own country, its present inability to meet the great want for which it was established, the difference of opinions among educators as to the character and limits of these institutions, and the differing local circumstances and considerations modifying establishments of this kind, I beg your indulgence while I briefly present my views on the system of training schools required for the teachers of Maine.

*First.* Why do we need any system of normal training? It is important to answer this question, because there are States without any system of professional schools for teachers, others have established and subsequently abolished the same, while several although establishing render a limited and reluctant support. Now if we can discover reasons sufficient for their establishment, these should be sufficient in themselves for a generous support in money and appliances.

We have already stated, that the grand army of common school laborers in the United States numbers approximately 200,000. We say laborers, not skilled workmen or professional artisans. The great majority of these laborers have but a limited scholarship; know nothing, or next to nothing of the theory of teaching, but little of the practice of pedagogics, each corps as it wheels into action repeating the errors of the preceding mass, with meagre outfits and poorer pay; so that in the great struggle between ignorance and enlightenment the great body of the common soldiery have remained a clumsy and inefficient force. No West Point or Naval Academy has yet been established by the National Government to secure a rallying point of trained activities in the

great struggle of popular intelligence against stolid, indifferent ignorance, both native and foreign. To be sure, a few bright examples have appeared in the great mass, like Comenius, Rousseau, Basedow, Pestalozzi, Froebel, Arnold, Agassiz and Mary Lyon, brilliant indeed as fixed stars, burning with the steady light of the individuality of genius, but not as suns diffusing form, life, vigor, comeliness throughout the vast body of attendants. Something more was needed than personal example to transform the common toiler into the skilled workman. Somewhere there must be an organized, well-defined, well-supported agency to convert the fresh apprentice into the artisan, the practical and practiced educator. In Maine we have 7,000 teachers. Ten per cent.—not more—of these are fair workmen, tolerably well skilled in their craft. Possibly I have set the number too high, even, for would it not be a wonderful and cheering sight to behold 700 teachers—adepts in the art—gathered from our State in one assembly, whether college presidents, professors, high school principals, common school teachers, or otherwise? Six thousand of our number, therefore, come under the category of “raw recruits.” A large proportion of them are young girls, from fifteen to twenty-one years of age, with limited attainments, no appreciation of child mind, no special acquaintance with the laws of mind or body, employed by indifferent agents because their services are cheap, and soon drifting out of service into other employments where they may gain a livelihood. Their only guides in training the young are possibly the examples of their teachers and the bits of experience they have stumbled into. The institutes afford them but a brief period of five days for suggestions in common methods, almost nothing in the line of professional knowledge. But even these opportunities are not improved generally by the country teacher, as our institute records show an average of only one third of the total number in attendance, and these are mostly the better class of instructors. What shall meet this great need among the 6,000 teachers in the common schools of the State? We answer, A system of training schools—professional teaching demands normal schools.

*Second.* The State has established a public school system, indicated a course of studies to be pursued, obliges towns and districts to build school-houses, imposes taxation for school purposes, requires the expenditure annually of the moneys thus raised, fixes the qualifications and liabilities of teachers, and yet affords no adequate means by which these expenditures may be

the most profitably made, or whereby teachers may be suitably qualified for their business, or if qualified, shall be recognized and protected as servants in the interest of the State. While the State, in bestowing free education upon its citizens, not for individual benefit, but to qualify them for their relations and duties to each other as members of the same community, has discharged a great duty to itself and to humanity, it has signally neglected to provide for any efficient agency in securing that body of school-room workers by whom alone the results aimed for can be fully attained. As is the teacher, so is the school. "What you would have appear in the life of a nation, you must put into its schools" has become a world-wide maxim. The State, therefore, stands responsible to itself through its teachers as to what that life shall be. Government stands under obligations to establish and maintain in connection with the system of public education which it has decreed some means or agency whereby its noblest servants, the common school teachers, may in a degree at least render themselves familiar with the principles which underlie and pervade the most delicate and important of all arts, the right ordering and training of the human mind. The Normal School theoretically lies precisely within this sphere of State obligation.

*Third.* The ordinary schools established to aid the student in the *acquisition* of knowledge, do not and can not impart to him the art and practice of teaching any more than they can the art and practice of any other calling or profession. We do not expect the student in the seminary or in the college, while burrowing among Greek roots and Latin conjugations, to find the key that shall unlock for him the grace and power of Grecian thought, or the legal acumen and civil polity of Roman statesmanship; that he will at the expiration of his studies become either an orator or a lawyer, or if he spend a term in "Hamilton" or "Butler's Analogy," that he is therefore a metaphysician or a theologian. He is still a student. How then can we expect the same person, bent on mere acquisition and mental discipline, to become a teacher, an adept in *imparting* knowledge, seeing that generally he has spent his student life in institutions where the science of pedagogics has no existence either in practice or upon the prescribed course of study, where the history of education is a *terra incognita*, where Comenius, Basedow, Pestalozzi; Cousin, Arnold, Horace Mann, the world's educational benefactors, are forgotten in the presence of graceful, classic Greek and Roman heathen;

where Rousseau is proscribed and intangible metaphysics exalted, where the manual of arms and the art of gunnery takes precedence over the gentler art so sweetly sung by Goldsmith :

“Beside yon straggling fence that skirts the way  
With blossom'd furze, unprofitably gay,  
There, in his noisy mansion, skill'd to rule,  
The village master taught his little school.”

All the higher institutions can and do aid immensely by affording model instructors, men who teach on well-established principles, acquired or born from their own quick and appreciative genius. Such models, however, are rather the exception than the rule, and their exemplary work is poorly imitated. Law and medical schools, theological seminaries, and schools of special industries, of art and design, and various others, all have their appropriate spheres of work, and are driven to the attainment of certain pre-determined results. Schools for simple attainments, acquisition of knowledge, (as all our schools in the ordinary sense are,) cannot be expected to professionalize their students in any department of human activities. They cannot do it. It is true attempts have been made to engraft the normal branch upon the academic stock by establishing normal departments in existing academic institutions. This was tried long ago in Germany. The same experiment was tried in New York State prior to the establishment of its present normal system ; also in several other States, our own in the number. Invariably the experiment has failed, and in the language of Horace Mann, “the attempt was one of the most unfortunate movements ever made in this country in regard to education.” From Supt. Weaver's last report, 1873, we learn that “in 1844 the State of New York established its first Normal School, and for nineteen years it was the only institution of the kind in the State, surrounded by a multitude of academies professing to do similar work in training teachers for the common schools. A patient and protracted trial of the two plans through that long period and a comparison of results, led to the conclusion that normal and training schools, organized and conducted with special reference to the object in view, were the proper institutions to educate teachers for the public schools. In accordance with this conclusion a commission was authorized by the Legislature to locate and establish six schools besides the two existing ones at Albany and Oswego. This was no hasty or inconsiderate action ; it was deliberate and was based on experiment. The



corresponding action of other States and the management of systems of education in foreign countries, confirm the wisdom and expediency of the course here pursued. It was admitted that our public schools needed teachers pursuing more thorough professional training than any other institutions, then existing in the State, afforded."

Without disparagement, therefore, to existing higher schools, indeed, with a deep sense of obligations to them for the invaluable service they are rendering to our young men and women in storing their minds with knowledge and disciplining them for successful and profitable entry upon professional studies,—obligations for the splendid examples of *instructors* found in the ranks of principals and professors,—obligations for their sincere interest and hearty activity in the great cause of public education, we feel that the time has come when we can no longer depend upon the academies, seminaries and colleges for our public school teachers, (except in the few higher schools,) but must have a well devised and fully supported agency for professional instruction in didactics. In the language of Lord Brougham :

"Seminaries for training masters are an invaluable gift to mankind, and lead to the indefinite improvement of education. Such seminaries would not only teach instructors the branches of learning and science they are now deficient in, but would teach them what they know far less, the didactic art, the mode of imparting the knowledge which they have or may acquire ; the best method of training and dealing with children in all that regards temper, capacity and habits, and the means of stirring them to exertion and controlling their aberrations." Such was the clearly expressed opinion of the lord chancellor of England, than whom probably no English statesman ever gave more thought to and more earnest expression for the best means by which the mental capacity and thought power of the English people as a whole might be developed. It was all crystallized in that clarion exclamation of the orator : " Let the soldier be abroad, if he will ; he can do nothing in this age. There is another personage abroad—a person less imposing—in the eyes of some, perhaps, insignificant. *The school master* is abroad, and I trust to him, armed with his primer, against the soldier in full array."

We must bear in mind, however, that since the time of Brougham the art of the soldier has advanced with wonderful rate, and that special provisions must now be made for the professional instruction

of masters if we expect the school master to keep even pace with the soldier.

As to teachers' meetings, educational associations, institutes, and short normal terms, these are necessarily only temporary expedients, and have no element to characterize them as parts of a systematic organization to insure professional culture among our common school teachers. The periods of session are too short for study, no opportunity for practice can possibly be afforded, and nothing beyond suggestions of principles and methods have ever been attempted. Besides, teachers—the great mass of the country and village teachers—do not, will not, or cannot attend. At our annual conventions we scarcely ever get an attendance of more than two or three hundred teachers and school officers, while at the institutes held in every county of the State we seldom register more than 1,500 of the 7,000 teachers in the State.

Considering, therefore, the general lack of professional training among our teachers, the necessity of skilled instructors to secure the success of the system of public education established by the State, and demanded by our republican institutions, and furthermore the total inadequacy of ordinary educational establishments to insure the training of teachers demanded by the times, and finally the conclusive evidence of individuals, educators, States and Nations, in favor of the Normal School system in some form as the special agency best adapted to meet the wants indicated, we proceed to answer the second inquiry, "What shall the Normal School be?"

#### THE AMERICAN SYSTEM OF EDUCATION.

The American scheme of education embraces—*first*, the primary, intermediate, grammar, mixed and high schools; *second*, academies, seminaries or semi-colleges, and colleges proper, or universities. The first class constitutes the public school system proper, because established by the fiat of the State, and supported by taxes levied by the expressed will of the representatives of the people. The second is a voluntary system, deriving its organic existence and chartered privileges from the State, but supported by private and denominational gifts and endowments, sometimes aided by free-will appropriations of money from the State treasury or by donations of land from the public domain. The first class has its origin and support in and through the public will. The second

exists by permission of public will and takes care of itself under the restrictions of that will. As the Normal School, so called, draws its first life and daily support from the same source as the public school, for obvious reasons we shall not recognize in this discussion the second or voluntary system of schools, except possibly to refer to the good offices it subserves in relation to the public system. Again, we may consider the courses of education to be divided into two—namely, primary and secondary. Primary education will embrace the grammar school and all the grades below the latter. Secondary education will include the public high school and all the voluntary institutions referred to above. It is evident, therefore, that while we exclude the higher voluntary institutions from the subject matter of this essay, we must consider the relations of the normal school to both primary and secondary education, or the place of the normal school in its connection with the common schools, so called, and the high schools, established by the will of the people in their State and town organizations. Shall it be the province of the normal school to furnish teachers for primary and secondary instruction, meaning the high schools, or for the primary alone—that is, all grades below the high schools? This question settled, the scope of normal school work will be determined.

First, then, we find that the State provides directly only for primary instruction in its system of education. The specific studies indicated, are reading, spelling, English grammar, geography, history, arithmetic, book-keeping and physiology, with a permissive clause for other branches at the discretion of town school officers. The aim of the State, evidently, is to secure ordinary intelligence. These branches are all embraced in the grades of school below the High School, and a satisfactory knowledge of the same is required by the State as a conditional prerequisite on the part of the teacher to entering the service of public instruction. The Free High Schools, recently authorized by the State, do not yet constitute an established element in the system of public education, are not under the entire control of the State, are subject in their establishment to the whim or caprice of annual ballotings, and their courses of study are subject to the direction of town committees, and in no sense are controlled by the State except in fixing a minimum grade as a basis for the apportionment of gratuities offered by the State. Again, the number of Free High Schools is very small compared with the whole number of public

schools in the State, the former numbering about 150 in all, while the latter exceed 4,000. Measuring, therefore, the kind of normal school by the quality and quantity of the existing wants, we shall be compelled to limit the scope of our training schools to the branches required by statute; more especially, when we consider that the High schools are able to secure at present an abundant supply from the seminaries, classical schools and colleges of the State, while the two Normal schools now in operation cannot furnish a tithe of the number actually required. The proper field of work, therefore, for the Normal schools is to furnish trained teachers for all grades of school below the High School, that is, the public schools proper, and the ones from which the great majority of our youth graduate. I am aware that there is a natural tendency on the part both of teachers and students in normal schools to reach upward and outward in the sphere of acquisitions, and to desire to pursue those branches which lie within the classics, the higher mathematics, physics and metaphysics; and many schools have so extended their terms and curricula as to gratify this tendency, but the general testimony of educators and the verdict of experience and facts are decidedly in opposition to such an extension. It is found that the number of students graduated from such an extended course is extremely small compared with those graduating from the regular, and affords but a small return to the State for the increased expenditure. The statistics of Normal Schools demonstrate these points quite conclusively, while the experience of one of our oldest normal schools—that at Albany—corroborates the same, in that a few years ago the course was lengthened to four years, and academic studies added to the curriculum, that the school might, so to speak, be in fashion with the others in the State, but now the school has returned to the former period of two years, and to nearly the old course of studies. We conclude, therefore, that the 4,000 district schools of the State, common sense and experience affirm that for the present at least, the legitimate field of work for the normal school, the point towards which all its energies should be directed, is the common country school, and grades below the high school.

Second. Having determined the scope of work to be done by training schools, we must consider next what shall be the character of the work done by the student. Theoretically a Normal School is a school for the study of the theory and art of pedagogics—to teach teachers how to teach. This is simple pedagogy—didactics.

We have assumed that the student in such a professional school has made sufficient attainments in scholarship, the same as students entering a law or medical school. Experience proves quite the contrary, and more than that, if we wait until the student has made sufficient attainments in other schools, he will generally be lost to the State as a teacher. So that we are obliged to make the training school one of acquisition as well as pedagogic drill. Furthermore, scholarship and a study of the *theory* and *practice* of teaching are found insufficient without actual *practice* under the eye of the instructor with child mind under the ordinary conditions of school life. This necessitates the attachment of practice or model schools, and the presence and participation of every Normal School graduate in the care and management of such model schools. The Normal School student work means then

1. Acquisition for scholarship.
2. Acquisition and study of *theoretical part* of teaching.
3. Study of actual *practice* in attached schools under guidance and correction of teachers, and criticisms of fellow students.

Third. This brings us immediately to the course of study and the number of years to be devoted to that course. It is well known by those having any experience with the operations of Normal Schools that a large number, possibly a large majority of students presenting themselves for admission to our schools, come very poorly qualified to enter upon the course by reason of low attainments, inferior scholarship. Yet coming as they do enthusiastic, with an earnest, honest determination to do what they can in the future in the school-rooms of the State, they are accepted as members of the lowest class, and set at work to learn something. Hence it results that the present short course of two years is devoted almost entirely to the business of acquisition, and but a brief time is allowed for professional study and practice. Hence Normal Schools have been diverted from their original intent, and have become largely engaged in purely academic work, and furthermore, have turned out fair English scholars, instead of trained *teachers*, and thus in many instances have brought the system into discredit. Again, by this arrangement students once entering upon this semi-academic, non-normal course, are continued through the entire term whether they show any aptitude to teach or not. The Normal School ought to graduate teachers—not mere students—and somewhere on the way persons who have no aptness for this vocation, no genius, talent, inclination or any

other attraction toward a teacher-life, should be dropped by the way, so that the State may not fritter away its time, money and energies in the vain endeavor to make a "silk purse from, &c." To meet the wants thus indicated, we propose a preparatory and probationary year, which may be termed the first year of the Normal School course, if you please. The classes here shall pursue the common branches required by law, and be taught chiefly by the students of the second and third years, under the supervision and critical direction of the principal and his assistants. We shall thus secure three desirable points not now found in the Normal School system, namely, a special *preparatory* year for the general benefit of the young men and women of the country and villages with limited means and opportunities; second, a probationary year in which to test the disposition, aptitude and possible executive ability of these apprentices in the profession; and third, a class of advanced students—that is advanced beyond the *primary* practice or model department which we have presumed to be connected with every Normal School—and a class corresponding nearly to the upper grades, classes of pupils found in our mixed and grammar schools, affording a capital field for test work on the part of the third year or graduating students. In this first year, a commencement even should be made in the science of pedagogics by the study of such plain manuals as Page's Theory and Practice, Curry's Infant Education, or First Lessons on Habits of Observation and Object Studies. The second year should be devoted to a completion of common branches, to the study of physics, mechanics, geometry, physical geography, general history, English literature and translations of classic writers for the purpose of studying order and power of thought and methods of expression, and the history of education and educational systems, the principles of pedagogics, and the biographies of educators. The third year should be devoted largely to reviews—topical—to the continued study of school economics, and especially to practice in the primary model school, and the preparatory class of the first year. The Normal School course should therefore consist of three years, one preparatory and probationary, and two properly normal, divided into terms, two or three, as may on the whole be most convenient to those patronizing the same. The studies should be nearly as now appear in the course of study. There can possibly be no time given to the study of Latin, Greek, French, German or other foreign languages. The present demands of the great body

of common school teachers, the pressing wants of the schools themselves do not now allow this advanced course of study. In some future good time we may be able to imitate the Vienna arrangement and establish a *Pedagogium*—a Normal School of normal schools, in which shall be received from the several sub-schools those students desirous of making further advancement.

In accordance with the argument presented, I submit the following course of study and practice-teaching for our Normal Schools. In the adjustment of this curriculum, I have assumed the school year to be divided into two terms of twenty weeks each, with a week's recess in the middle of each term. It will also be borne in mind that applicants for admission are not limited to the preparatory or first year, but may be received on passing satisfactory examination, into the second year. In such case the first term should be regarded as probationary :

## COURSE OF STUDY.

### PREPARATORY YEAR.

1st TERM—20 WEEKS.	2d TERM—20 WEEKS.
Arithmetic, Intellectual and Written. Language Lessons. Descriptive Geography. History of Maine. Reading, Writing and Spelling.	Elementary Algebra English Grammar. Political Geography and Map Drawing. U. S. History. Physiology, (Hygiene especially.) Reading, Writing and Spelling.

### FIRST YEAR.

1st TERM—20 WEEKS.	2d TERM—20 WEEKS.
Algebra. Arithmetic—from Percentage. Physical Geography and Map Drawing. Comparative Anatomy. Constitution of U. S. and Maine and School Laws of Me. Drawing, Free-hand and Instrumental. Reading, Writing and Grammatical Analysis Music.	Geometry. Mechanics and Molar Physics. Rhetoric and Composition. Civil Government, (Young's Government Class Book.) Teaching Exercises in class and Preparatory year. Drawing, Geometrical and Perspective. Music.

### SECOND YEAR.

1st TERM—20 WEEKS.	2d TERM—20 WEEKS.
Trigonometry and Surveying. Botany. Molecular Physics—Chemistry. Book-Keeping. Drawing—Perspective and Model. Practice Teaching in class and Preparatory year. Music.	Astronomy. Mental Philosophy. General History. English Literature. Didactics Practice Teaching in Model School. Music.

## HOW MANY TRAINING SCHOOLS DO WE NEED?

There are in the State 4,043 districts, 361 parts of districts, and 29 towns that have abolished districts. From these data we judge that there are at least 5,000 different schools in the State, requiring for winter and summer sessions between 6,000 and 7,000 teachers. A large and growing majority of these teachers are females. Their average period of work in the schools ranges from two and-a-half to three years, as shown by statistics. Call it three years, and it appears that every year 2,000 of the force drop from the ranks. This loss must be supplied by interchanges with other States or by raw recruits. The pecuniary inducements offered in Maine have not increased the number of skilled teachers; on the other hand, we have rather lost than gained in this direction. The new teaching force, then, has been largely raw and untrained material. Every year, therefore, we need 2,000 new teachers, more or less trained. The capacity of our two Normal Schools is about 200 students each. The number of different students in attendance is annually near that number. The number of *graduates* is about seventy-five annually in both schools. It will be seen, therefore, that we need ten Normal Schools to meet the demand even for a partial training. I do not, however, advocate so large a number, for with the gradual increase of teachers' wages, the number of professional teachers retained in service will gradually increase. Besides, towns are slowly discarding the district system, and thus manage to place in charge of the best teachers more schools than formerly. Cities are likely also to have their own training schools, particularly for teachers in the lower grades, as for instance, Lewiston. I am inclined, therefore, to recommend the establishment of six or seven professional schools—one for each thousand teachers—in such parts of the State as the wants of the public schools demand. We now have one at Farmington and another at Castine. I would suggest five more in the following localities: Bridgton, Lincoln, Augusta, Foxcroft and East Machias. In each of these places are school properties which could be easily converted to normal uses, and in no case would there be any interference with the seminaries or denominational schools now in successful and vigorous activity. With heartiest good wishes toward these latter academic institutions, we desire to establish in the midst of our common schools a sufficient number of well conducted training schools, through whose influence the public schools shall be increased in efficiency and elevated in tone, and thus advance the possibilities of our seminaries and colleges.



*Expense.* The original foundations of these Normal Schools need not be extravagant. The two we now have, cost the State respectively, in round numbers, \$15,000 and \$25,000. The latter sum will place a Normal School on a good basis to commence with; \$125,000, therefore, would be involved in the first outlay. The State of Illinois has put in operation a single Normal University at an expense exceeding \$300,000, while New York city in 1873 opened a Normal College to prepare teachers for the public schools of that city at an expense of \$350,000 for building and \$40,000 for furniture and other appliances. We do not expect to equal these magnificent efforts, but we ought certainly to set our faces in the direction of progress, and take our first steps with the confidence of successful advancement. But Maine would not be obliged to make even this first outlay of \$125,000. As intimated above, the localities where the schools are to be established would doubtless aid in the founding of the same. This has proved true in the case of both schools now in operation, while Bridgton has offered to the State, bonds (\$15,000) and real estate (\$6,000) for the establishment of a Training School in that town. I doubt not other towns would make similar generous donations.

*Maintenance.* The current expenses of our present schools with two hundred students each, are about \$6,500 annually. With the three years' course indicated, the expenditures for each school would not exceed \$7,000, or say \$50,000 annually, for seven Normal Schools. The current expenditures of our common schools are about \$1,200,000. Four per cent. of this expended in a complete normal system, would double the efficiency of the teaching force. The State valuation for taxable purposes is \$225,000,000. An assessment of one-fifth of a mill would afford a revenue nearly sufficient for the purposes indicated. The State disburses annually to schools \$450,000. Would not \$50,000 of this sum, expended in thorough training schools for teachers, render the remaining \$400,000 worth more than the total sum is at present?

Briefly, then, I summarize as follows:

1. A complete Public School System involves the establishment of Professional Training Schools for teachers.
2. Such an establishment implies seven Normal Schools for Maine.
3. The founding and maintaining of such schools are fairly within the means of our people.

TOWN SYSTEM *versus* DISTRICT.

We have long affirmed the district system to be prejudicial to the educational interests of the great body of our rural population, and have earnestly advocated the adoption of the town plan, by which better school-houses, better and longer schools, and larger educational facilities with the same outlay of money in the town can be secured. Only habit retains the former arrangement. I have failed to find in any school report for years any advocacy of the district plan; in fact, school officers have generally condemned it. Our people are rapidly coming to a judicious conclusion in this matter, so that we do not seem to need any further legislation compelling complete abolition of the district system. Every year witnesses more or less towns voluntarily adopting the town plan. I am pleased to present the following communication from S. Libbey, Esq., Orono, also abstracts from school reports of two other towns, representing the average size and population of towns in the State, and indicating their methods of procedure in town action and profitable results already attained.

HON. WARREN JOHNSON, *State Superintendent of Schools*, Augusta, Me.

DEAR SIR:—In reply to yours received a few days ago, asking for a statement as to the workings of the "town plan" vs. "district" in Orono, permit me to state, that prior to 1851, our town schools were probably as well managed and cared for both by the school officers and the parents as those of any town in the State, and yet they failed to give entire satisfaction in all parts of the town. At this time there were in all *eight* distinct school districts, *five* of which were in the village proper, and within a half mile of each other, and the remaining three from one and a half to six miles distant. Of course the village districts had the largest number of scholars, and yet there was considerable difference in their territorial size and population respectively; consequently there was much difference in the quality of these village schools. It was observed that while some of the districts secured good teachers, and the surroundings being favorable, thus had pretty good schools for the most part, others were not so successful in either particular and failed to be satisfactory. To remedy some of the existing evils a few of the parents in the village associated themselves together as a corporation, built a small school-house which would accommodate about thirty pupils, furnished it with the most approved appliances then in vogue, hired a teacher and established a school known as the "Share School." The expenses were paid by assessments upon the shares and were so much cost in addition to the ordinary taxes paid to the town and districts for regular educational purposes. After a few years of "patient perseverance in well doing," the advantages of this partially graded school were so obvious to the average looker-on, that many thought it could with propriety be extended to the whole town. As the population and wealth of the town had largely increased during the decade, and with the increase had come new desires and new possibilities, it was decided to try to make a change for the better. This was rendered somewhat easier by the fact of the several school-houses

being in a condition so nearly alike that there could be no trouble on that account. Accordingly at the annual meeting held March 10, 1851, the town voted "that the several school districts in town be consolidated into one district," also "that the report of the Superintending School Committee be re-committed to the same committee with instructions to present a plan to be adopted for the better regulation and government of the town schools, in a form to be acted upon," and having transacted the other business adjourned to meet again in two weeks. At the adjourned meeting held March 24, 1851, the committee submitted their report and recommended:

"1st. That the town authorize and instruct the Superintending School Committee to establish within the school district a necessary number of primary schools, a select school a grade above the primary schools, and a high school a grade above the select school, the advantages of which shall be equal to those of the best academies, forthwith.

"2d. That the town hire \$1,500 on two and three years for the purpose of purchasing a lot and erecting a suitable building for the select school and the high school.

"3d. That the town choose by ballot a committee of three to be empowered to expend \$1,500 in purchasing a lot and erecting a building suitable for a select school and a high school in that part of the school district where the pupils of every section thereof can be most easily brought together.

"4th. That the town adopt as a standing rule as authorized by law, that the Superintending School Committee shall act as agents to see to and keep in repair the school-houses, to employ the teachers, and to classify with reference to qualifications and nearness to or distance from the school-houses, the scholars of the school district.

"5th. That the town authorize and instruct the Superintending School Committee to give to each school district as formerly recognized, having an unexpended balance in the town treasury, the benefit of said balance precisely as if no alteration in the schools had been made."

These several articles were one by one adopted without dissent, and at a subsequent meeting additional money was voted to complete the building which was finished the same year, and occupied for the first time in the winter of 1851-2. The necessity of another grade of school being felt, at the annual meeting in March, 1852, the Superintending School Committee were "instructed to add one grade to the schools as now arranged, to be kept by a man, and to be called the Grammar school." No instructions were given as to the place this school was to have in the system, that being left to the discretion of the school committee. I have been thus particular, in order to show just how the machinery was put in motion by us, and how it may be by any other town which shall see fit to attempt it. Thus was put into operation the new system which has given such general satisfaction for twenty-three years that no attempt has been publicly made to abolish it or in any way to go back again to the old district system.— Experience has convinced our people that the reasons upon which the change was made were sound, and that the advantages claimed have been fully secured, some of which I will enumerate.

*First.* It has enabled us to establish graded schools with all the advantages that accrue from concentrated effort and a well managed division of labor.

*Second.* It has secured better classification than was possible under the old system, and, as a result, greater progress on the part of the scholars in all the studies pursued, and also a wider range of studies.

*Third.* It has enabled all the scholars to attend school where their needs can be best supplied and to have equal advantages. Every scholar is now promoted from the primaries, through the several grades to the High School, without regard to age, sex or previous condition, and solely upon his individual merits as a scholar.

*Fourth* It has caused school-houses to be erected where they could not otherwise have been without very burdensome taxation. As every family, upon the payment of an equal rate of taxation, has had as good highways for its accommodation as any other, so it has had under this system as good school facilities. The importance of this advantage in those sections where wealth is not abundant can hardly be over-estimated.

*Fifth.* We are now enabled to make all of our schools of the same length, without regard to the number of scholars. One of our teachers registered eighty-eight different scholars during the spring term of the past year, while another registered only twelve. Under the district system it would not have been possible to give the twelve scholars so many weeks of school as the eighty-eight, because the school money was then divided among the districts according to the number of pupils.

*Sixth.* It has secured better school buildings in each section of the town, and they are of a size and style nearly uniform; due regard being had to the number of scholars to be accommodated, with the best possible accommodations in each, so no part of the town claims to have advantages over any other part, and there is neither jealousy nor ill-feeling. Formerly the most densely populated and the most wealthy districts had the best buildings, while other districts were obliged to be content with inferior and less suitable ones. Fortunately for us all this injustice is now done away with.

*Seventh.* It has secured better teachers and greater permanency of teachers. Formerly there were but two terms in the school year, a summer term taught by a school-mistress, because only the smaller scholars attended; and a winter term taught by a man, because all the large boys and girls went then. No matter how successful the school-mistress had been in the summer, she could not teach during the winter, because she was supposed to be unequal to the proper government of such a school. The man, successful in winter, would not be employed in summer, because he would demand too high wages! So there was a new teacher every term. Now the same good teacher is continued from term to term for several terms, sometimes for years, and knowing the capacity and attainments of each pupil in his school, is enabled to assign proper lessons at the beginning of each new term without delay, and in advance of where the pupil left off the previous term. Thus there is no loss of school time.

*Eighth.* It has enabled us to give all those children who desired it, an education equal to that given by the best academies in the State, under the immediate care of their parents, and with none of the drawbacks which result sometimes from their being sent to school *away from home*. The importance of this acquirement all good citizens will appreciate.

*Ninth.* It has enabled us to secure a more efficient and permanent system of school supervision. Formerly the entire school board was chosen annually, but now each school official is chosen for three years, and the board having all the powers and duties of school agents as well as those of Superintending School Committee, are justly held responsible to a very large extent for the condition of all the public schools.

*Tenth.* It has enabled us to do all this work with less difficulty, and at less cost, than would be possible under the former system. Our present High school teacher has been with us in that capacity for about *five* years, our select school teacher two years, and others in the years gone by from one to ten years. Other things being equal, those persons are selected for teachers who will be most likely to remain with us a considerable time. Our High school is now kept thirty-six weeks in the year, divided into a Spring term of ten weeks, a Fall term of twelve weeks, and a Winter term of fourteen weeks. The select school is kept thirty-five weeks, the Spring and Fall terms of same length as the High school, and the Winter term thirteen weeks. The Primaries, which only the younger pupils attend, have two terms only, which are kept in the Spring and

Fall, and of the same length as the others. In the Winter, we have three Primaries at which children of all ages attend; and four *Intermediate* schools, from which all below those who read in the Second reader are excluded, *except* those of ten years of age who have not been to school during the Spring and Fall. These last named are of twelve weeks' duration, and permit a class of larger boys and girls to attend who are otherwise occupied during the Summer months.

In conclusion, allow me to add that I consider the workings of the "town plan" eminently satisfactory to our people generally.

Very respectfully yours,

SAMUEL LIBBEY.

#### NORTH BERWICK.

Of the practical working of the municipal system, adopted (partially) by the town at its last annual meeting, as compared with the old district plan, we need say but little, as the enhanced interest in schools awakened by the change has led to individual observation of vastly more importance, if continued, as a means of establishing healthy and permanent conviction of the right than any tedious disquisition by the Committee, and we leave the subject with simply calling attention to the tabular comparison of the two systems to prove that the town system, though as yet but partially developed, shows very great increase of time and attendance without proportionate increase of expenditure, and a child may be kept at the Primary School at 13 per cent. less cost per week for instruction than by the old plan, and at the Free High School for 48 per cent. less than in Grammar School. By the perfected system, we have a right to hope for even greater advantage.

Much needed blackboards, coated with liquid slate, have been furnished now to four school-rooms, a large one rebuilt in No. 2, which, with the best old boards, was also covered with slate, adding much to their value. New stoves have been furnished four school-rooms, and additional desks put in No. 2 to accommodate the increased numbers. The yard of No. 8 has been graded, an additional building in No. 5, and minor repairs elsewhere. These, with the large expense for wood, consequent upon the greater number and length of winter schools and severity of the season, raise our incidental expenses to 14 per cent. of the whole outlay against 16.4 per cent. in 1873.

As seen from our standpoint, the advantages secured during the past year by the adoption and partial development of the Town System of Primary and Free High School, may be summed up briefly as follows:

1. Parents appear to be more interested in schools.
2. Great gain in small districts without loss in large ones.
3. An aggregate gain of 29 per cent. in attendance with only 15 per cent. increase in expenses.
4. A saving of 05.4 per week in average cost of one week's attendance.
5. Better average teaching and better government in the Primary Schools.

In the Free High School, as compared with the Grammar School, of which it to a considerable extent takes the place, better teaching,—opportunity for our young men and women to pursue higher branches than in the Common School,—a much larger average attendance than before, the increase being largely composed of those who would not have attended at all under the old system, and for this class of scholars instruction at an expense of 22 cents less per week for each scholar's attendance, or in the aggregate at a cost practically \$184.50 less to the town.

## KENDUSKEAG.

For the information of those who desire it, I have thought it advisable to compare the expenses of schools for the last three years under the Town system with the expense of the same under the District system.

Under the District system for the year 1871-2, the cost of instruction, as returned by the teachers, was \$832,75, for 80 weeks, or an average of \$10.40 per week to each teacher.

For the last three years, the cost has been \$2,366.25, for 257 weeks, averaging \$788.75 per year, and 85½ weeks, at \$9.21 per week to each teacher. Thus saving 11 per cent. in average wages, and gaining 7 per cent. in the number of weeks' instruction.

If we add the amount paid by the town and State for the Free High School 22 weeks, we have for the three years, 279 weeks, an average of 93 weeks per year, at an average expense of \$10.22 per week to each teacher, even then making a saving of 10 cents per week on the average wages, while the gain in the amount of instruction per year is 11 weeks, or more than 16 per cent. This exhibit certainly demonstrates the economy of both *system* and *management*; while the advantages of the scholars are many and palpable.

## FREE TEXT-BOOKS BY TOWNS.

With school rooms free, instruction without rate-bills, and text-books owned by town and loaned to pupils, the avenue to an ordinary education seems to be thrown wide open to every child in the land. The town plan of owning the school books, and loaning the same to pupils, seems to be the easiest and best solution of the vexatious book question. It is far superior to "State uniformity" in its elasticity and adaptation to the various opinions and wants of different communities. Mention has been made in previous reports of the great advantages of this arrangement over any other yet proposed, so that it is unnecessary for me to repeat any argument here, but refer you to the town reports appended, particularly to pages 71 and 139. As many towns are agitating this question, and some are deterred by the apparent first great expense, I desire to present the following communication from Orono, where the introduction of text-books by *installments*, so to speak, is being successfully carried out. The plan of partial introductions in successive years renders the scheme possible to any town in the State. Should all the towns adopt this system, I have no doubt the pecuniary saving to our people would be \$75,000 annually, and the school attendance would be considerably increased.

HON. WARREN JOHNSON, *State Superintendent of Schools, Augusta, Me.*

SIR:—In reply to your letter, requesting information as to the practical workings of this town's ownership of the school text-books, I have to say, that our experience as a town is somewhat limited, because it was less than a year ago that at the request

of the undersigned, an article was inserted in the warrant for the annual meeting held March, 1874, "to raise money for the purchase of school books, and what sum," and that after a statement of the results expected to be accomplished, and the reasons therefor, the town voted "to raise *six hundred dollars* for the purchase of school books, the same to be expended by the Superintending School Committee." In accordance with this vote, the Committee purchased from time to time, as the wants of the several schools required, a supply of the books needed for general use, such as readers, geographies, arithmetics, &c., &c. These were carefully labelled and numbered, each book containing the regulations prescribed by the Committee, after which they were distributed to the several teachers, and by them loaned to such scholars as had not the required books of their own. True, this caused some little additional labor on the part of the school Board and teachers, the latter especially, but it was performed with cheerfulness and a sincere desire to give the plan a fair and thorough trial. All the scholars having books which they could use, were required to use them so long as they attended school and the books remained of the proper kind to use. A number of scholars having ceased to attend school because they had attained their majority, and having books which could be used to advantage by others, sold them at low rates to the town, saving something thereby to both parties. Writing books, drawing books, slates and pencils, were not furnished by the town, because all but the slates could not be used a second time, and because it was thought best to finish the writing and drawing books already begun before commencing others. This system of furnishing books has now been continued for less than a single year by us; still, I have no hesitancy in saying that its advantages have been many and great. Large savings have thereby been made to the parents in the decreased cost of the books, and the schools have received great benefits by being promptly and fully supplied. At the time of the adoption of the plan some opposition was manifested to it, for various reasons; but since, the almost universal testimony of the teachers and scholars has been in its favor, to which the general good condition of the books themselves has contributed very materially; there is, I think, much less now than at that time. I am told, that the selectmen will recommend that the system be continued, and that the money necessary for that purpose be raised at the next annual meeting. This action of the selectmen is very gratifying to those having the schools in charge, and shows a wise forethought on their part. Of the right to tax for the purchase of school books, and indeed all school appliances, there would seem to be now no question, because it is in terms enacted in Revised Statutes, chapter 11, section 6. Besides, it is almost a settled conviction among the people at large, *that the property of the State shall educate the children of the State*. The practice of this doctrine benefits alike the rich and the poor. On the one hand it reduces taxation and increases the value of property, and on the other it improves labor and elevates the condition of the laborer, so that the whole community is mutually benefitted. Neither can there be any question as to the right of towns to require the parents or guardians of any child to make good the loss caused by the destruction of or willful injury done to any book by such scholar, because this right is given by chapter 110, section 1, of laws of 1873, and by section 2 of same chapter. "School committees are authorized to make such rules and regulations for the distribution and preservation of school books and appliances furnished at the expense of the town as they may deem proper, provided the same shall not be repugnant to the laws of the State." These laws furnish all authority needed for the purchase and preservation of all these "helps to an education." Whether towns ought to avail themselves of such authority is a question for them alone to decide. I have no hesitancy to recommend such action for the following reasons, viz:

1st. *It saves expense.* The books are purchased in large quantities, directly from the publishers, and at a discount of from  $33\frac{1}{2}$  to 40 per cent. from retail prices, freight paid

for first supply. These are in use continually till worn out or exchanged for new ones. The lifetime of a book is longer in the higher than in the lower grades of schools, as a result of better care on the part of the pupil, and the total cost per annum will not exceed on the average seventy-five cents to each scholar, or one-third the former cost, in my opinion.

2d. *It is the most convenient method.* On the first day of each term, all the teachers are furnished with a full supply for immediate use, which they distribute and charge to the scholars, keeping a strict account with each one. The whereabouts of any particular book can thus be told at any time, and if it receives injury the scholar liable therefor is also known. No time is lost to the scholar from a lack of books because his parents or guardians are unable or unwilling to furnish them, but he is enabled to go to work at once upon the lessons assigned him.

3d. *It supplies all the books needed.* There is no longer any ill feeling between teacher and parent because the needed book is not forthcoming at once. Parents have felt grieved in former times because of their inability to get ready *all* the books without delay, but this is now happily avoided.

4th. *It secures uniformity of text-books.* How much valuable school time has been lost on account of a multiplicity of text-books, only those who have had practical experience know. I have seen a class in geography come forward to recite with three different kinds of books, and the class had to be separated into three divisions for recitation, or some of them compelled to recite from a book they had not studied. Now we have no such condition of affairs, and I know of no way in which the desired uniformity can be so readily secured.

5th. *It insures a complete classification.* The scholars are now, after careful written examination, put to work in classes according to their ability to perform the tasks assigned them, and the class is not kept back by inability of any one or two to keep up, neither is any one compelled to use any book not suitable for him. And we all know that with fewer classes the teacher can give more time to each class.

6th. It enables all the higher schools to have suitable reference books and desk books. The use of reference books is considered of much more importance now than formerly, and scholars delight to consult them on all proper occasions. They thereby acquire a broader culture, become acquainted with different styles of composition and the different methods of stating the same proposition, which add greatly to the interest of the recitations.

7th. Transfers and exchanges are much more easily effected. If it is thought desirable to adopt new books in place of those now in use in any given school, the old ones can be transferred *without loss* to other schools, and there be worn out and new ones substituted for trial on their merits.

8th. It increases the number of scholars attending school. Now no one remains out of school from a lack of books, neither does he feel himself an object of charity because he studies a book belonging to the town. On the contrary, each scholar has as good and as many books as any other scholar if he needs them, and is in this respect the equal of any other. The advantages to the community of a large attendance at the public schools are not to be overlooked or neglected, and it seems to me that any good scheme which shall secure this without fail, is "a consummation most devoutly to be wished." Our schools are now absolutely *free*, and there is nothing whatever to hinder the child of the most humble origin from acquiring a good, practical education.

There are one or two objections which may be urged against the system, which it may not be improper to notice here, viz: That it taxes one man for the benefit of another, and so works injustice. This objection is not tenable, because the same objection can be made to the tax for building the school-house, and that for paying the teacher, as well



as to the tax for the school books. It can also be urged against the *mill tax*, from which all smaller towns receive more than they pay out. So, if it proves any thing, it proves *too much*. The true theory is, that the tax is laid upon the property of the whole community for the benefit of the whole community; and the fact is, that it works no more injustice in this case than in many others to which we submit without complaint. The other objection, that it deprives the parents of all responsibility for the proper education of their children, is no more tenable than the first. If the argument has any force at all, it tells against the whole system of public instruction in our free schools, and it seems to me these are too safely anchored in the affections of our people to be disturbed; and that they will not be discontinued, on any account, so long as the people have control of them. I close with the hope that other towns and cities in our goodly State will soon adopt the same plan, and give us the benefits of their experience.

Very respectfully yours,

SAMUEL LIBBEY.

### RECOMMENDATIONS BY S. S. COMMITTEES.

The following suggestions have been made by the S. S. Committees, in answer to the usual inquiries addressed to them from this Office:

*Poland.* Repeal section 57 of chapter 11, revised statutes.

*Wales.* State uniformity of text-books.

*Amity.* Assessors to take list of scholars.

*Fort Fairfield.* 1. Require selectmen or assessors to enumerate scholars. Agents are not always honest, and return more scholars than are really in their districts, in order to secure more of the school money.

2. Abolish the district system; or, at least, render men ineligible to the offices of agent and clerk, unless they can *read* and *write*. I know agents who cannot do either, and clerks who cannot make a legible record, to say nothing of a legal one.

3. Compel children to attend school; or rather compel parents to send them.

4. County or district supervision, with power to *compel* something from teachers.

5. Pay supt. school officers \$2.00 per day and expenses—something near what they can earn.

*Grand Isle.* Yes; make the law so that it will be imperative on the school committee to employ teachers, not leave it conditional, as it is now. It would certainly work better here. I would also suggest that there should be a fine imposed on a school committee or agent who should pay, or give an order to any teacher, before said teacher had properly filled and deposited the register of his school with the school committee, as the law requires.

*Linneus.* Abolition of district system. Compulsory attendance.

*Littleton.* Town system. Compulsory attendance.

*Ludlow.* Uniformity of text-books. Authorize the S. S. Committee to hire teachers.

*Monticello.* Amend the school law so that municipal officers shall enumerate the scholars, instead of school agents.

*Glenwood pl.* Uniformity of text-books throughout the State. Abolish the district system. Restore county supervision.

*Oakfield pl.* Let school agents make their returns to the committees or supervisors, and let them certify to the assessors the number of scholars to which each district is entitled.

Reasons. 1. Agents think, almost invariably, that returns made to one set of officials, are sufficient. 2. School officers are better qualified than assessors to determine the number of scholars a district is entitled to.

*Wallagrass pl.* Let the State educate the "children of the State"

*Baldwin.* Repeal all school laws now in force; adopt a *system*, and enact a code of laws, as *simple* as possible, in accordance with that system.

*Bridgton.* We would respectfully suggest something looking toward compulsory education. The need of some legislation that shall keep scholars below 15 years of age at school steadily, is, with us at least, very great. Our central village is engaged quite largely in manufacturing, and many of the children are allowed to stay, or are kept away from school. Sections 14, 15 and 16 of the school laws, afford a palliative, but not a cure for this evil.

*Cumberland.* Yes; let us have State uniformity of text-books. Limit the studies to be pursued in the common schools.

*Deering.* Would have the law specify, in case the districts are abolished in any town, whose duty it shall be to ascertain the number of scholars in town; what shall be done with unexpended balances in the hands of agents; and who is to make repairs on school-houses, furnish fuel, &c., whether it shall be the S. S. Committee or the municipal officers.

*Falmouth.* Abolition of district system, and compulsory attendance.

*Freeport.* The laws relating to the duties of S. S. Committees in towns abolishing the district system, should be more definite,—specifying particularly who shall employ teachers, who shall take care of school-houses, who shall decide the time of beginning and closing schools, &c.

*Gorham.* 1. Have the S. S. Committee and Supervisor, instead of agents, authorized to obtain apparatus for schools. Agents generally do not know the wants of schools in this respect, and if they do, are unacquainted as to what or where to purchase. The result is, that in this town there are not five dollars' worth of apparatus, such as maps, &c., in the schools of the entire town.

2. Require district clerks to furnish the school committee with the names of agents immediately after the election of such officers, that blanks may be sent directly to the proper person.

*Gray.* Uniformity of text-books under judicious legislation.

*Harpwell.* 1. Give us State uniformity of text-books. Abolish the district system altogether, and have school-houses owned by

towns instead of districts, with a county committee of three or more to approve the plan for building the same. Allow S. S. Committees and Supervisors pay, such that they can afford to do their duty. Also make the law more strict in regard to teachers returning registers to committee.

*Harrison.* Compulsory attendance. Have the assessors instead of school agents ascertain number of scholars.

*Standish.* Some law by which parents can be made to send their children to school. Some law by which we may have better teachers, better school-houses, and better apparatus; and no law which does not abolish the district system, and place the management of the schools in the hands of the town, will ever give us these three things.

*Westbrook.* The abolition of the district system has been a great advantage to the schools of this town. I hope for the time when this shall become more general, but am not sure that a law to compel such a change would be at present advisable. I wish something could be done to encourage towns to provide free text-books. Free text books, free high schools, and the abolition of the district system, are the three things most needed in most of our towns. The compensation of the school officers of the towns should be increased. We do not need an increase of the "mill tax."—Let it remain where it is.—Light is needed as to the duties of Supervisor or S. S. Committee in case of abolition of district system. Upon whom does the care of school property, &c., then devolve? The law at present is not clear on these points.

*Windham.* Compulsory attendance.

*Avon.* Uniformity of text-books.

*Farmington.* Compulsory abolition of the district system.

*Jay.* 1. The law should require agents to return enumeration of scholars on or before April 10, instead of May 1, for the following reasons: Agents now have till May 1st to make their returns to us; and then, if any have failed to return, we are required to make the enumeration, and also, on the same day, to make our returns to the State Superintendent. This is crowding the matter rather hard. And the agents can as well do their work in ten days as in thirty.

2. Let the S. S. Committees make their returns to the State Superintendent April 20th, instead of May 1st.

3. Notice to towns of amount due each from the State should be given earlier than is usual, in order that the selectmen can notify agents of amount due their districts before the close of summer schools, so that they may know how much to expend. In a word, we need more promptness in making returns all round.

*Weld.* State uniformity of text-books.

*Willon.* Abolish the district system; give us State uniformity of text-books, and make a law by which scholars between the ages of five and fifteen years shall be compelled to attend school.

*Amherst.* Compulsory attendance. A higher standard of qualification for teachers.

*Deer Isle.* Perhaps a penalty for non-performance of duty by school agents and supervisors, might have a good effect. At present it seems optional with them to do what is required or not. Agents, especially, are very remiss in making their returns.

*Dedham.* Compulsory education.

*Gouldsboro'.* Yes; would have uniformity of text-books, and would emphatically have S. S. Committees or Supervisors employ teachers.

*Isle au Haut.* State uniformity of text-books, and compulsory attendance at school.

*Lamoine.* Better pay for school supervision.

*Orland.* A law requiring teachers to attend the County Institutes, to take the Maine Journal of Education, to *own* and *read* some standard works on the science and art of teaching, and, if possible, to attend at least one term of Normal School. Some or all of the above should be conditions upon which they should be allowed to teach.

*Penobscot.* Yes; amend the law so that agents may understand that both returns shall be made to the S. S. Committee, without being separated, on or before the 15th day of April annually; and that the Committee shall make necessary returns to the Assessors on or before the 15th of May. As the law now is, it causes a great deal of trouble and expense, inasmuch as the law requires the S. S. Committee to make returns to the State Superintendent.

*Surry.* Make the school age from six to twenty-one years. Let the Assessors take a list of scholars, for agents do not perform their duties in this respect. Require teachers of Free High Schools to fit students for college.

*Tremont.* Uniformity of text-books, and abolition of present district system.

*Trenton.* So amend the law that the S. S. Committee or Supervisor, together with the town treasurer, shall apportion all school funds; that the treasurer shall keep all school accounts in a book for that purpose only, and pay all school bills when certified by the agent, or in case of no agent, by the S. S. Committee. Such a change in the law would save much needless trouble and expense to teachers, agents, and committee.

*Verona.* Make it obligatory upon S. S. Committees or Supervisors to select and hire teachers. Impose a fine upon any person who shall pay a school teacher's bill, before he has written notice that such teacher has properly filled and signed the register of his school, and deposited it with the committee.

*Long Island pl.* In plantations have the *per capita* tax changed from eighty to sixty cents, and have it assessed and collected in the same way as State taxes.

*Belgrade.* Compulsory attendance. Have school committees employ teachers. Also make it the *imperative* duty of some one—either assessors, committees, or district agents—to make the enrollment of scholars in the different districts.

*Chelsea.* Abolish the district system.

*Readfield.* Abolish the district system by legislative enactment, instead of leaving the matter for those to decide who will not vote for the best good of their children, and thus give each scholar equal advantages.

*Vassalboro'.* Would suggest the propriety of amending section 61 of the school laws, by making it the duty of S. S. Committee, instead of agents, to obtain the number of scholars in each district, for which duty they should receive an adequate compensation. Not one agent in ten performs that part of his duties.

*West Gardiner.* Give us State uniformity of text-books. Abolish the districts, and make the town the unit in all school matters.

*Winslow.* I would suggest a compulsory law obliging parents or guardians to send their children, between seven and eighteen years of age, to school at least three months each year. Also, let the committees employ all teachers.

*Winthrop.* Make five days constitute the school week.

*Appleton.* 1. Make the school laws intelligible.

2. Make a provision that any district establishing and maintaining a system of graded free schools, whether composed of two or more districts united for the purpose or not, shall not be altered or divided without the consent of a majority of its voters.

*Camden.* Pay school committees a fair compensation, and have them take the whole charge of the schools.

*Washington.* Compulsory attendance.

*Alna.* State uniformity of text-books.

*Bremen.* Compulsory attendance, and State uniformity of text books.

*Waldoboro'.* Give the S. S. Committee the "sole power" to hire teachers

*Whitefield.* It should be obligatory upon assessors, instead of district agents, to ascertain the number of scholars.

*Wiscasset.* Compulsory attendance, and county supervision.

*Andover.* Yes; make attendance compulsory. Abolish the district system. Put the hiring of teachers and the furnishing of books wholly in the hands of the S. S. Committee. Have supervisors in towns of less than two hundred voters. Make it compulsory for towns to raise not less than 20 cents per inhabitant for free high schools. Give the S. S. Committee power to expend one tenth of the school money for the purchase of outline maps, globes, library, and other apparatus for the schools. Have a committee of three in each county, appointed by the State Superintendent, to examine teachers, who shall not be allowed to teach without a certificate from such committee.

*Canton.* State uniformity of text-books; the books to be printed by the State, and furnished to each town at cost, to be paid for by a tax assessed upon the property of the town.

*Denmark.* Let the scholars be enumerated by the municipal officers instead of district agents.

*Greenwood.* Abolish school districts.

*Hebron.* The high school law should be amended to secure equality of taxation and privileges. Hebron, with a large number of less populous and wealthy towns, gets no benefit from the law.

*Mason.* Compulsory attendance is advisable. The county supervisor system worked well, and should be re-established. Its repeal was very unwise.

*Oxford.* Compulsory attendance of all children from seven to fourteen years of age. A law that does away with the district system, or makes the school agents the school committee.

*Rumford.* Give the towns that most appreciate their privileges, the most money.

*Waterford.* Compulsory attendance, and a uniformity of school books.

*Woodstock.* Impose a fine of \$20 on every teacher not returning the school register properly filled and signed; and a fine of \$20 on every school agent failing to make the proper returns to the S. S. Committee and the Selectmen; make it the duty of the town agent to collect these fines, under a penalty of \$50 for every case of neglect, after due notice of the liability of said teacher or school agent to such fine. Also impose a fine on the selectmen for drawing orders to pay teachers, before teachers have complied with the requirements of law in returning their registers.

*Milton pl.* Compulsory attendance. Also make it obligatory upon towns to furnish free text-books to be distributed under the direction of the S. S. Committee.

*Alton.* Would recommend the repeal of the Free High School law, and an increase of the mill tax, as the High School law favors the wealthy towns at the expense of the poorer.

*Burlington.* Compulsory attendance.

*Garroll.* A law obliging district agents to make a return of their expenditures to the S. S. Committee before the 1st of March.

*Chester.* Let us have a law compelling all children between the ages of six and sixteen years, to attend school at least three months in each year.

*Corinna.* Abolish the districts, and have the Committee hire the teachers. We must come to that course eventually.

*Dixmont.* Uniformity of text-books throughout the State.

*Etna.* Give the employing of teachers to the S. S. Committee, and establish State uniformity of text-books.

*Garland.* 1. Abolish the district system. 2. Uniformity of text-books furnished by towns. 3. Let Assessors make the enumeration of scholars. 4. Compulsory attendance in some form, such as to cause a better attendance in proportion to the whole number of scholars.

*Hermon.* Uniformity of text-books, and a law that will secure regular and constant attendance of children at school.

*Howland.* Uniformity of text books.

*LaGrange.* Make it the duty of some officer or board of officers to prescribe the text-books to be used in each branch of school study throughout the State.

*Lee.* Make it the duty of S. S. Committee or Supervisor to employ teachers, and not leave it optional with towns whether they shall or not.

*Levant.* Abolish Free High Schools.

*Lowell.* A law *compelling* parents to send their children to school.

*Maasfield.* Inflict a penalty upon S. S. Committees or Supervisors who do not enforce the law in relation to school books.

*Milford.* Compulsory attendance.

*Newburg.* Let us try to be satisfied with the laws as they are.

*Orono.* Compulsory attendance.

*Springfield.* A compulsory law to bring boys into school, who now absent themselves.

*Stetson.* Enforce what laws we have.

*Lakeville pl.* Compulsory attendance of all scholars from nine to sixteen years of age.

*Atkinson.* By all means do away with district agents, for they stand directly in the path of improvement.

*Blanchard.* Uniformity of text-books.

*Brownville.* Compulsory attendance.

*Kingsbury.* Increase the mill tax, and abolish the district system.

*Medford.* Committees should hire teachers. Something to compel a more general attendance upon our common schools is desirable.

*Bowdoin.* Abolish the district system. A law with a *penalty* for agents who do not make proper returns to the Assessors within the specified time.

*Georgetown.* Compulsory attendance of all children between the ages of seven and fifteen years, for a certain part of the year.

*Phipsburg.* Give State authorities more power over the expenditure of the money. Require towns to print their school reports. Compel teachers to attend the county institutes.

*Topsham.* The mill tax operates disastrously and unjustly, taking from us *two* dollars for *one* received—our valuation being too high, and our scholars diminishing year by year—so that virtually we are running schools in Aroostook county besides our own.

*Woolwich.* Uniformity of text-books.

*Anson.* Some way to re-district our schools. Require S. S. Committees to choose one of their number to act as Supervisor. Allow the committee to hire teachers.

*Athens.* Compulsory attendance. Abolition of district lines.

*Fairfield.* Compulsory attendance.

*Harmony.* Uniformity of text-books.

*Hartland.* Compel scholars to attend school.

*Mercer.* Uniformity of text-books.

*Palmyra.* So amend the law that school agents shall be compelled to return their lists of scholars on or before the 5th of April, or else make it the duty of the Selectmen to enroll the scholars when they take the inventory.

*Pittsfield.* Some of the scholars in this town, who most need the benefit of our schools, do not attend them. They are ripening for paupers. The State should compel them to receive the benefits offered, and thus save them from pauperism and crime. Can not the mill tax be distributed at an earlier day? The law now requires that one-third of the school money shall be expended in summer schools; but we have to wait till the 1st of January following, to find out how much school money we have.

*Smithfield.* 1. Uniformity of text-books furnished by the State to the S. S. Committees or Supervisors of the towns, or to some other person selected by the town, from whom they could be obtained at the lowest possible prices. 2. Have the school money apportioned according to the *average attendance*. 3. Grade the schools in nearly every town where they are not now graded.

*Belmont.* Yes, sir. Have the schools supported by a mill tax or something of the kind. Let the State regulate the text-books; and, in fine, make common schools State institutions *in toto*. Thus furnish the means for educating all, compel by law the attendance of all upon the schools. Sir, having so many truants in the State, is stultifying the whole thing.

*Frankfort.* Compulsory education.

*Freedom.* Require the Committee to visit the schools near the middle of each term, as well as near the beginning and close.

*Islesboro'.* Make the drawing of an order by the Selectmen for the payment of a teacher's wages, before that teacher has properly filled, signed and returned the register of his school, an offence punishable by a fine of \$50.

*Searsport.* 1. A law compelling scholars between the ages of 6 and 14 years to attend school at least four months each year. 2. Require the census of scholars to be taken by the municipal officers, instead of school agents.

*Winterport.* Require school agents to make their returns by the 15th of April under penalty of \$5 fine for neglect.

*Addison.* Amend the law so that the bills of teachers hired by agents, shall require the signature of a member of the Committee or of the Supervisor, as well as the agent, before they can become payable.

*Alexander.* Town uniformity of text-books made compulsory.

*Baring.* Compulsory education.

*Calais.* Compulsory attendance.

*Centerville.* Laws are now so often amended that it spoils all.



*Charlotte.* A county examining board issuing graded certificates; and no teacher entitled to pay for services, unless holding such certificate.

*Cherryfield.* I would suggest that three or four adjoining towns be allowed to unite and provide efficient supervision for their schools. At the present time our schools in Maine lack supervision more than anything else. The teachers are now beyond the S. S. Committees and Supervisors in knowledge of their work. Neither State, district, nor county supervision, can do this work. There must be efficient supervision, but it must be nearer the people than either three can be.

*Columbia.* 1. Either pay school officers for doing their duty, or not require anything of them. 2. Make more of the school laws mandatory, and less of them promissory.

*Crawford.* Yes; repeal the system of raising money in towns and the high school act, and pass an act to adopt the five mill tax system, and compulsory attendance.

*Dennysville.* Uniformity of text-books, and compulsory attendance.

*Harrington.* Do away with the old district system. Make attendance upon the schools compulsory.

*Lubec.* I would recommend legislation establishing a more thorough supervision of the schools. There should be a supervisor for each county, or for a district composed of two counties at most.

*Machiasport.* The present laws carried out to the letter.

*Robbinston.* Uniformity of text-books, and compulsory education.

*Wesley.* Let the State pay for schooling our scholars and collect the amount expended in a State tax, as our people, or a majority of them, do not like to raise school money.

*Acton.* Abolish the district system by all means.

*Dayton.* We think that the State school funds should be distributed according to the number of scholars registered in the school, instead of the present system

*Hollis.* Some law to compel district agents to make correct returns of the number of scholars, and the amounts expended in their several districts, to the committee or supervisor, on or before some stated time.

*North Berwick.* We believe that all children, even paupers, who have capacity to learn, should be educated. Some will not unless compelled; others who are willing are hindered by parents or guardians. Let us, therefore, have a law that will secure the rights of the State in the first case, and of the child in the other, by compulsion if need be, and let that law specifically state who shall complain of delinquents, and what shall be the course of procedure.

## SCHOOL HOUSES.

I am pleased to report an increasing interest in intelligent efforts to secure comfortable accommodations for our public school pupils, and also to equip the school rooms with suitable appliances. The Free High School establishment has awakened popular attention to a superior class of school buildings, and very many villages are now ornamented with tasty and convenient edifices for educational purposes. I notice that in 1854, 128 new school houses were built at a cost of \$60,000; in 1874, 122 were constructed at a cost of \$150,000, indicating that the average amount expended for each house has doubled. Allowing for difference in cost of labor and materials, we still have a very much better average school house. More inquiries have been addressed to this office the past year for plans and specifications than ever before. We have taken occasion to obtain sketches of a few of the best buildings, suitable to the ordinary wants of our community, and have thought best to repeat them in our several annual reports, for convenient reference by applicants. We call attention particularly to the plans of country and village school houses appended to this report. Points to be observed in the erection and equipment of school houses :

*Location.* Select one of the pleasant sites in the district. The lot should contain at least half an acre, oblong in form, with the building near the rear, as far as possible from the street, affording ample play-grounds for the pupils. Do not locate in a thick clump of trees, on a barren waste, near any noisy manufacturing establishment, or any possible source of malaria. Be sure to provide a good cellar, using the earth to grade high around, thus affording good draining, room for furnace and fuel, good air *under* the school house, and no opportunity for decaying rubbish.

*Size.* Count your scholars, and make the dimensions of the school room such as to allow for sufficient *seating* and *breathing*, viz: 25 square feet of floor space and 300 cubic feet of space as the minimum to each pupil. Add to this for recitation seats, teacher's platform, and entries. Do not crowd into close quarters growing, active boys and girls. School rooms are not packing establishments. Measure length, breadth and height of school room by lung capacity.

*Light.* Allow ample light. Make the windows long and narrow, rather than wide and short. This gives more room for blackboard surface, and better facilities for airing the room completely during

study hours or at recess. Admit the light at the sides of the room, not at the ends. This gives the entire rear for blackboards, and with shutters or curtains the teacher can regulate the light from either side of the room and save eyes. Much of our defective eyesight is attributable to inconsiderate neglect in this particular.

*Air.* Children *must* have air, pure air. Ten cubic feet per minute are required for good active lungs. This must be secured by sufficient inflow of outside air to meet the demands for complete aeration of the blood. In warm weather ventilation may be obtained by the windows—opening at top and bottom to secure a change of air throughout the room. No strong current of air should be allowed. At recess, however, the windows can be thrown wide open. In winter many teachers, particularly in primary schools, require the pupils to put on their heavy attire prior to going out at recess, the windows are thrown open a few minutes, the pupils then march round the room and file out through the door to the play-ground. They are then better prepared for the outside air. This plan works well in schools of higher grades, especially where there are pupils disinclined to take any exercise. The marching can be accompanied by singing. Teach the pupils to breathe through the nose, with mouth closed. The cold air is thus tempered to the lungs, and minute floating matter is arrested in the nares. Not half of our people know how to breathe or give the lungs a fair chance to perform their vital functions. Breathing and vocal exercises should be judiciously used by the teacher, not only to aerate the blood, but to expand the thorax, to strengthen lung tissue, and give power and tone to the voice. For ordinary ventilation many devices have been presented, but one of the simplest is the following: Lower the upper sash of the window, raise the lower sash, each say three inches. To these openings fit two *half* boxes of light material, as long as the window is wide, bottom six inches wide, inner side three inches high, and ends with half inch stops. The sash will hold these *half* boxes in place, the bottom will prevent the cold air from dropping directly down on the pupil, the inner sides will deflect the current upward, while the strength of the current can be regulated by the stops on the outer portions of the ends.

*Warmth.* The temperature of a study room should be kept evenly at some point between 65 and 70 degrees, Fahrenheit, and if possible all parts of the room should be maintained at same warmth. Fire places and stoves will accomplish this with diffi-

culty; hence, the desirability of having a good cellar under the school house. From the bottom of the cellar build a chimney, at either end of the open area between teacher's platform and pupils' desks, with small fireplace for coal or short wood and a hole or scuttle in the hearth through which to dump ashes into ash box below. The fireplace will aid in ventilation, be a convenience for cold feet and hands very frosty mornings and during certain days when a fire in the furnace is not needed. The furnace should be supplied with fresh air through *two* venti-ducts opening to the outer air, one to the south, the other to the north, to be opened or closed by slide valves, according to direction of wind, or both open in dull, heavy, murky days. Three hot-air flues should extend to three corners of the room, while the smoke-pipe leading to the chimney should have an outside tin jacket, opening near the fourth corner, thus economizing the heat and lessening danger from defective funnel. The three hot-air ducts will distribute the heat more evenly and obviate risk from over-heated pipes. The teacher should be held responsible for temperature of room and regulation of furnace, cold and hot air-pipes and fire in open fireplace. The heat, radiated more or less from the furnace below, will keep the floor comfortably warm. By the foregoing plan we secure fresh warm air and good ventilation, with the greatest economy of fuel, slight fire-risk and possible neatness.

*Furniture.* The necessary equipments of a school-room are desks for pupils, teacher's desk, and chairs for teacher and visitors, blackboards, crayons, pointers and erasers, outline maps, globes, forms and blocks for object lessons and geometrical illustrations, water-pail, dippers, and a movable cabinet for writing and drawing books, text-books, reference books and collections in local natural history, made by pupils. Reading charts and Prang's School Chromos are desirable additions. School furniture of any desired style can now be procured at very reasonable rates; double desks from \$5.50 to \$4.50, according to size, and single desks \$1.00 less. Those just alluded to are made all of cherry, or walnut and ash intermixed, with hinged seat, heavy castings, and equal to any in proportion and design. Great care should be taken to make the seats for primarians sufficiently low. In most school-rooms where I have visited the seats for small children have been too high. The feet hang uncomfortably in the air, when they should rest fully on the floor. A broad aisle should extend around the room between desks and walls, affording room for work at blackboards and for

circulation of air. The remaining aisles may be narrow, particularly if hinged seats be used. It is needless to say that the floor should be level, not inclined, the seats to be graduated to suit pupils of different ages. It would be well to have settees in front for recitation seats, and to accommodate visitors.

*Play-grounds and out-houses.* Generally speaking, we have no play-grounds for our pupils. The streets and roads are used for this purpose. The out-houses are often nuisances and placards of immorality. This is all wrong. As indicated above, the play-grounds should be ample, where all the pupils, male and female, may find room for out-door exercises and plays, either separately or together. I am not a believer in the total dis-education of the sexes, either out of school or in school. The recesses of the two sexes should be at the same time, and the sports should be under the oversight of the teachers. An opportunity is thus afforded for complete airing of the school-room, relaxation is allowed the teacher, vicious tendencies on the part of the few detected and corrected, and pupils are taught gentlemanly behavior at all times. The out-houses should be in the rear of the school building, well constructed and ventilated, a proper fence or wall (if in the same building) separating those appointed for the two sexes. They should be under lock and key, and in charge of teachers, who should examine them frequently. Regular water closets with suitable drainage are preferable. Dry earth closets for school purposes have generally proved failures. The law in regard to defacement of school property is very stringent (see School Law, sect. 90), and a placard of same should be posted in every school room.

## EDUCATIONAL CONVENTIONS AND ASSOCIATIONS.

### STATE ASSOCIATION.

The eighth annual meeting of the Maine Educational Association was held at Rockland on the 25th, 26th and 27th of August. The holding of the meeting at this time, instead of later in the season as heretofore, was an experiment, and from a variety of causes not a successful one. The attendance was not large, though interested in the various exercises which were of a generally high character.

Papers were presented as follows: "The Teachers' Power," by W. O. Fletcher of Warren; "The Study of Language," by Rev. Dr. Tefft of Brewer; "Imagination in Space," by Rev. Dr. Hill

of Portland; "Kindergarten Schools," by Thomas Tash of Lewiston; "Normal Schools," by Warren Johnson of Augusta; "How can we make our Schools Free," by Samuel Libby of Orono; "The Story of Penekese," by Miss H. A. Coffin of Castine; "Elevation of Standards," by A. E. Chase of Portland; "Am I?" by A. A. Woodbridge of Rockland; "The Pronunciation of Latin and Greek," by Prof. J. H. Hanson of Waterville; "Technical Education," by Prof. G. L. Vose of Brunswick.

The closing exercise of the meeting was an address by his Excellency Gov. Dingley. He eloquently reviewed the educational history of the State during the last ten years, thanked the members of the Association for their work in behalf of educational progress, and indicated the direction in which progress should be made in the future.

Officers for the ensuing year were elected as follows: A. A. Woodbridge, Rockland, President; Samuel Libby, Orono, Vice President; W. O. Fletcher, Warren, Secretary and Treasurer; Warren Johnson, Augusta, A. E. Chase, Portland, and Weston Lewis, Gardiner, Executive Committee.

The following resolutions were adopted:

WHEREAS, It is the sentiment of this Association, that an effective and symmetrical school system must rest upon a basis of definite principles; that those principles are in general: 1. Authority, superior in State and inferior and co-operative in the town; 2. Revenue, sufficient in amount and derived from an equitable system of State and local taxation; 3. Instruction, thorough and practical in character, and so organized and sustained by the State, as to give the widest practicable general culture, as well as special preparation for teaching; 4. Inspection, State and local so connected as to render it symmetrical and in the highest degree efficient; 5. Compulsion, in so far as to make it certain that no child shall be deprived of his right to education through willful neglect of parents or guardians, therefore

*Resolved*, That we rejoice in the progress already made in bringing our system of public instruction into harmony with these principles.

*Resolved*, That in Normal Schools and Teachers' Institutes we recognize necessary agencies for producing trained, professional teachers; that we earnestly request our legislators to so extend these agencies as to bring them within the reach of every common school teacher, and hope soon to see attendance upon one or the other made by law prerequisite to obtaining a certificate or license to teach.

*Resolved*, That it is the sense of this Association, that an efficient system of supervision, intermediate between State and town, is indispensable to the successful working of the schools of the State.

*Resolved*, That we recognize in the establishment of the Free High School system, the supply of a great educational want, and as educators and citizens earnestly advocate the continuance of the law establishing the same.

*Resolved*, That we urgently call the attention of our school officers to the law authorizing towns to furnish text-books free for the use of pupils in the public schools.

The Association adjourned to meet at Gardiner during Thanksgiving week, 1875.

## COUNTY ASSOCIATIONS.

Of the several County Teachers' Associations organized four years ago, but one is now alive. The teachers of Washington county, realizing the value of mutual help in keeping alive their professional interest and enthusiasm, still continue to keep their organization in vigorous condition. I had the pleasure of attending the last meeting of this association at Eastport during the last week of November, and was exceedingly pleased to meet so large and enthusiastic an assemblage of teachers and friends of education. Such an association in every county in the State would do great good, not only in developing professional pride and enthusiasm, but also in awakening a more effective educational interest in the various localities where its sessions might be held. I would earnestly urge upon S. S. Committees, teachers and all friends of educational progress, the importance of organizing such associations in their respective counties during the coming year. If a few leading spirits will take hold of this matter in earnest, the work can be done.

## SUGGESTIONS.

In conclusion, I beg leave to suggest the following legislation:

1. Apportionment of school moneys according to the number of different pupils actually enrolled in the public schools during school year.
2. A law compelling attendance upon either public or private schools, of all children between the ages of 8 and 14.
3. An act providing for a sworn exhibit from municipal authorities, of school revenues and expenditures, and providing a penalty for non-expenditure of school moneys.
4. Semi-annual payment of High School moneys.
5. Establishment of one or two more Normal Schools.
6. Continuance of Teachers' Institutes.
7. Permission to teachers to close schools and attend Institutes, without forfeiting contract or wages.
8. Intermediate supervision—county and city.
9. School census to be made annually by town assessors, and sworn returns made to Superintendent of Schools.
10. School laws to be compiled and printed.

## EXPLANATION OF DRAWING PLATES.

In connection with Mr. Stetson's excellent paper on Drawing, presented on page 81, attention is called to the twelve lithographic plates which follow, representing drawings executed by pupils in the schools of Pembroke, under the charge of J. Marshal Hawkes. The lithographs are *exact* reproductions of the drawings as made by the pupils, except that the originals being two or three times larger, had to be reduced by photography to adapt their size to the pages of this report. The lithographing was done by Messrs. L. Prang & Co., art and educational publishers, Boston. These drawings are not presented as models of excellence, but to show what can be done, and has been done, with only a few months' practice, by the regular teachers of the village and rural schools of Maine, when, like Mr. Hawkes, they take hold of drawing in an earnest spirit, and go intelligently about their work. In giving the instruction whose results appear in these drawings, Mr. Hawkes has simply followed the directions in the "Teachers' Manuals" belonging to Prof. Walter Smith's excellent practical, and especially teachable "American System of Drawing." What he has done, any teacher of like spirit may do.

It will be seen that these drawings all belong to one department—that of flat outline and design. Some are reproductions of copies, others original, but all of forms used in the industrial arts.

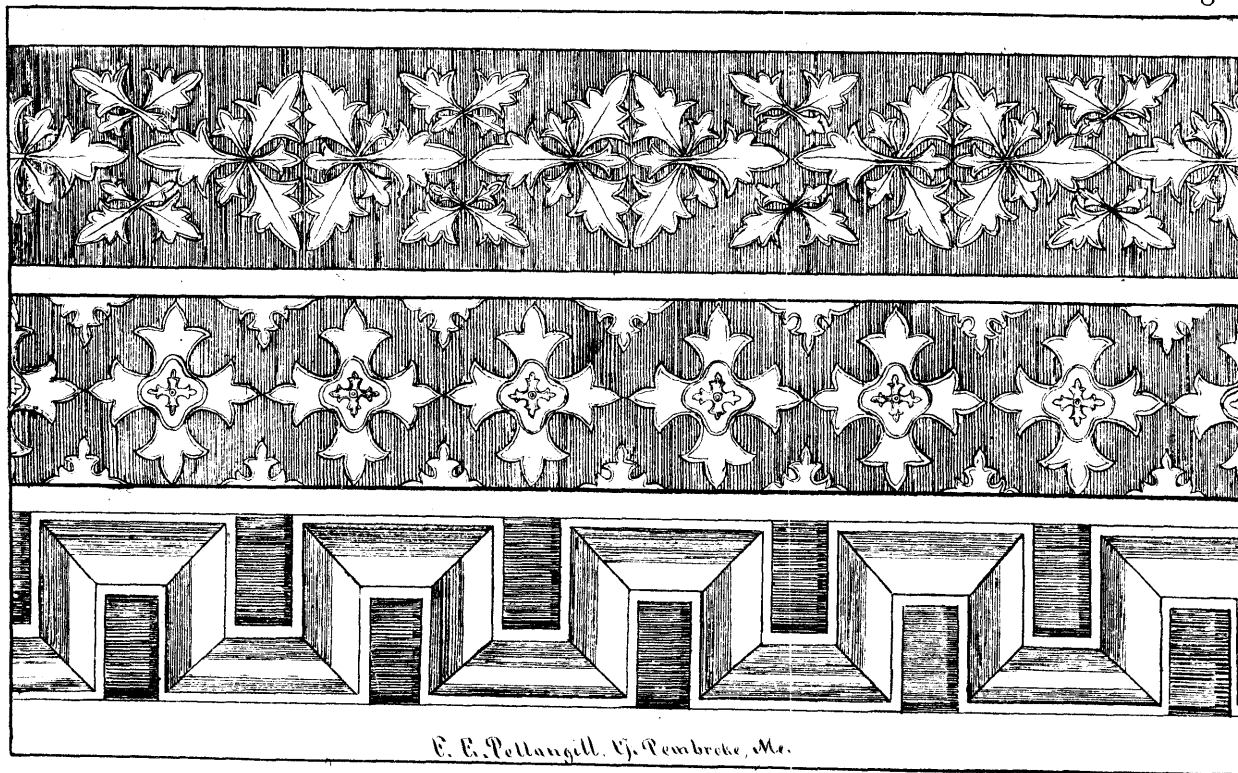
Plates 1 and 2 give drawings from flat copies. They are outlines of flower ornaments which were cut in stone by the Greeks and Romans, as architectural enrichments. These forms were used singly or in repetition in enriched mouldings. An example of the latter use of them is seen in plate 7. They are forms of frequent use in modern decorative art. Plates 3 and 4 show two pages from one of Prof. Walter Smith's drawing books. The leading forms are those of porcelain, silver, and terra-cotta ware, with enrichments. The pupil in drawing each of these forms followed the printed directions, and at the same time imitated as closely as possible the engraved copy in the drawing book. His thought, his knowledge, and his taste were therefore exercised in drawing them. Plates 5 and 6 are from flat copies, and drawn similarly to 3 and 4. They might also serve as memory or dictation exercises. Plates 7 and 8 represent drawings in half-tint from flat copies. The designs are for sculptural ornament, or ornament in relief. They are suitable for stamping on leather, carving in wood, cast-

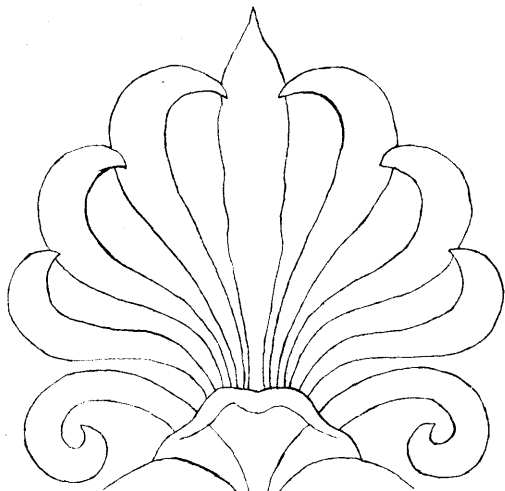


ing in metal, &c. They are examples of the repetition, either vertical or horizontal, of the same elements. Plates 9, 10, 11 and 12, show original designs made by pupils whose names are attached. At the left are given the elements which are employed, as will be observed, in the construction of the designs. In combining these elements the pupils were guided only by their own taste and ingenuity, controlled by their knowledge of the simple laws of design. These designs are for the decoration of flat surfaces, such as cloths, carpets, ceilings, &c., &c.

The practical value of drawing as used in the various industrial arts, imperfectly indicated in these drawings, and the above remarks upon them, is only one of its claims to a place in a course of educational training. While workers of every sort, in whose hands rude material is changed into usable forms, will find a knowledge of the art of great value, its chief value, if properly taught, is found in its educational force in training the eye and the hand, in forming the taste, in disciplining the imagination, in educating to habits of observation, and in developing the love for the beautiful. These pupils, whose drawings are here presented, will not only do the manual labor that comes to their hands more skillfully for the training of eye and hand coming from learning to draw, but they will live happier, and fuller, and nobler lives because of such learning. They will not go through life with closed eyes. They will be quick to see what is about them in nature, in art, and in life; and their souls will be open to the beneficent influences of that world of beauty in the midst of which we live. And it is precisely because there is little or nothing in the ordinary courses of study, as found in the schools of every grade, tending directly to elevate the taste, to form habits of observation, and to educate that love of the beautiful with which the Creator has endowed us, and to minister to which He has clothed the world in beauty, that educators claim for drawing a place in the educational training of every human being.

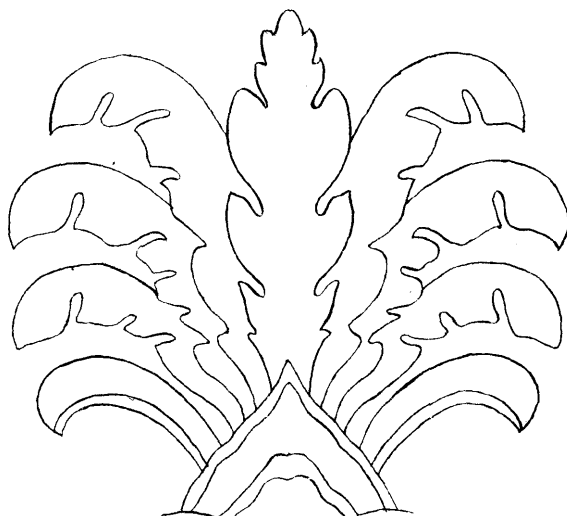






Greek

Anthemion.

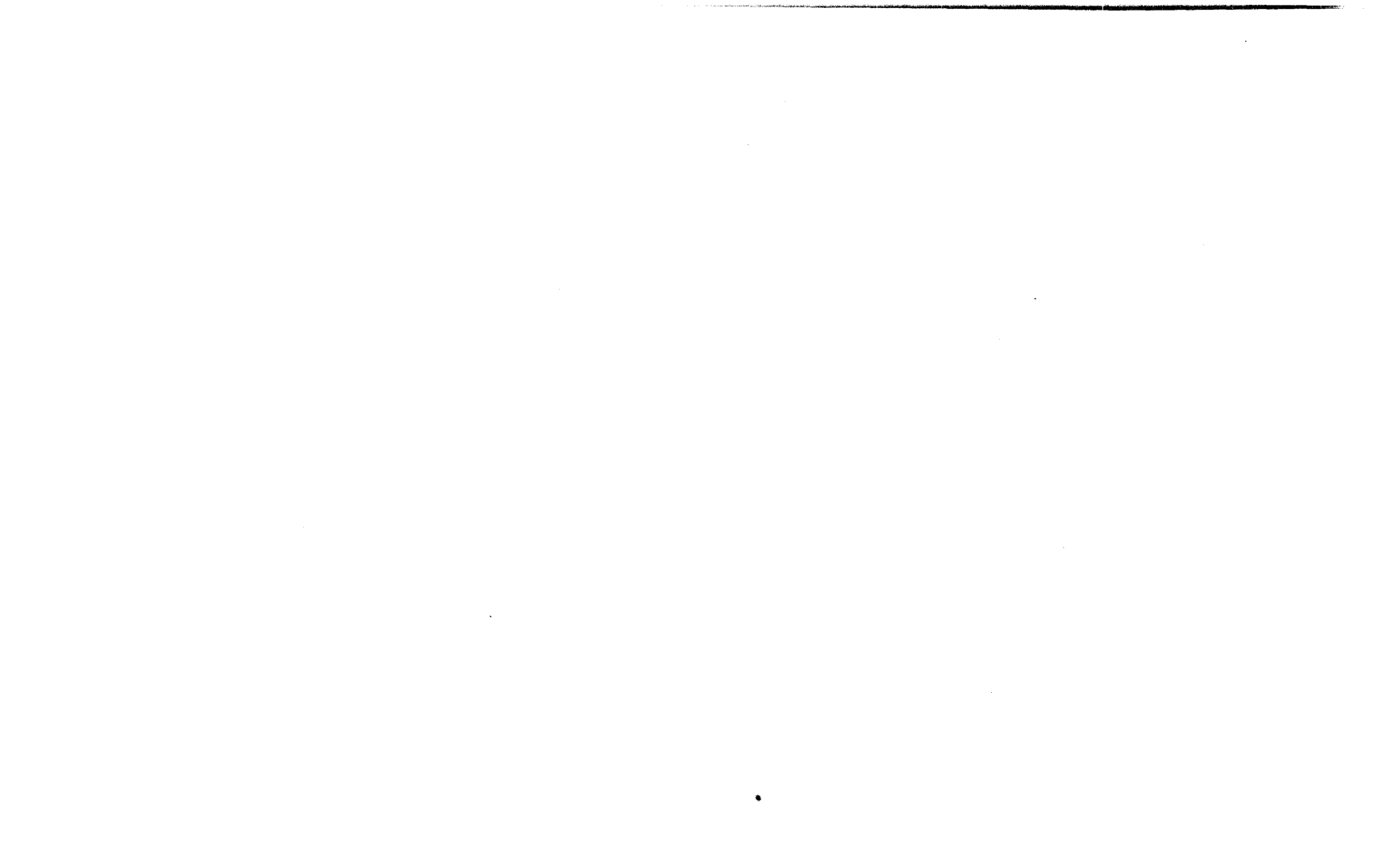


Roman

Anthemion.

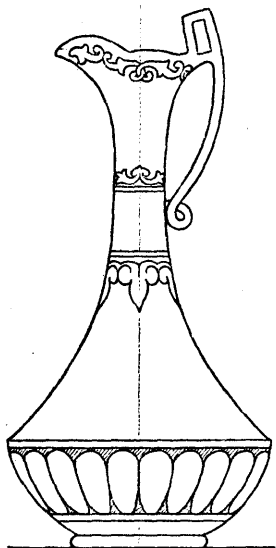
By  
Mary E. Mackay,  
Age 15.



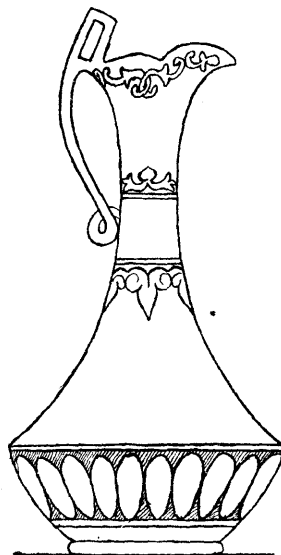


**EXERCISE 132. A SILVER WINE-PITCHER.**

An object of use should be designed to suit the nature of the material in which it is made. Thus, such a handle as is given here could only be appropriately made in metal; if made in pottery or terra-cotta, a similar handle would be weak and fragile. The horizontal bands of enrichment are engraved on the surface of the pitcher.



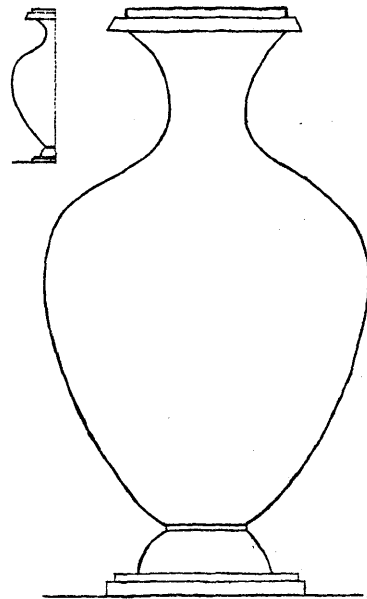
To be enlarged to fill the space. Draw in the following order: first, the central line; secondly, the outer lines; thirdly, the horizontal lines; lastly, the handle and the ornamentation. It can be increased in height about one inch. [T. M. 221.]



*L. L. De Forest, Age 14.*

**EXERCISE 133. A TERRA-COTTA VASE.**

It is intended that the sketch given, being one half of the object, should be the guide from which the whole object is to be drawn. Draw a central line in the middle of the space, reaching to within a quarter of an inch of the top and bottom. This line will give a suitable size for the drawing, and the left half of the vase is to be first drawn. [T. M. 172.]



**EXERCISE 153. AN ALHAMBRA ORNAMENT.**

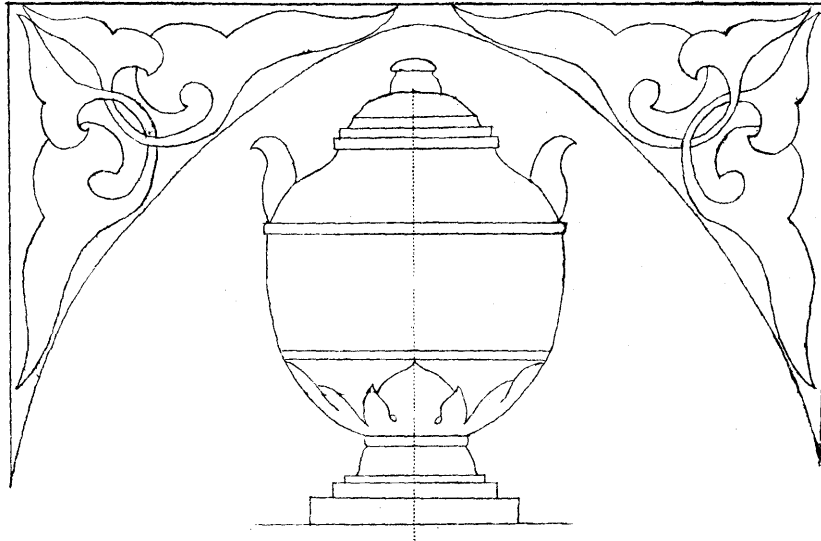
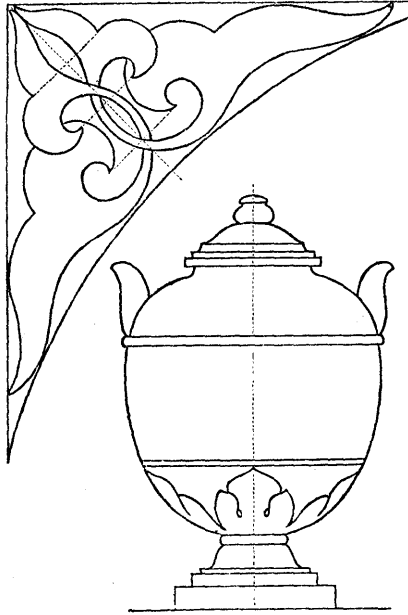
The form given in the space below is to be drawn the same size, and in the same position in the middle space. The vertical and horizontal lines containing the right angle are to be drawn first; then draw the long curve completing the enclosure of the ornament. The line bisecting the right angle which forms the central line of the ornament is next to be drawn, and lastly the ornament itself. The dotted lines crossing the central line

at right angles must be sketched in order to secure the balance of the curves.

Having drawn the example once, repeat it in the upper right-hand corner of the space, so that the two will form an arch of the flat-pointed shape. Having made the lines containing the ornament, and the central line, draw the longest curves first, which will be those springing from the angular point, and crossing the central line twice.

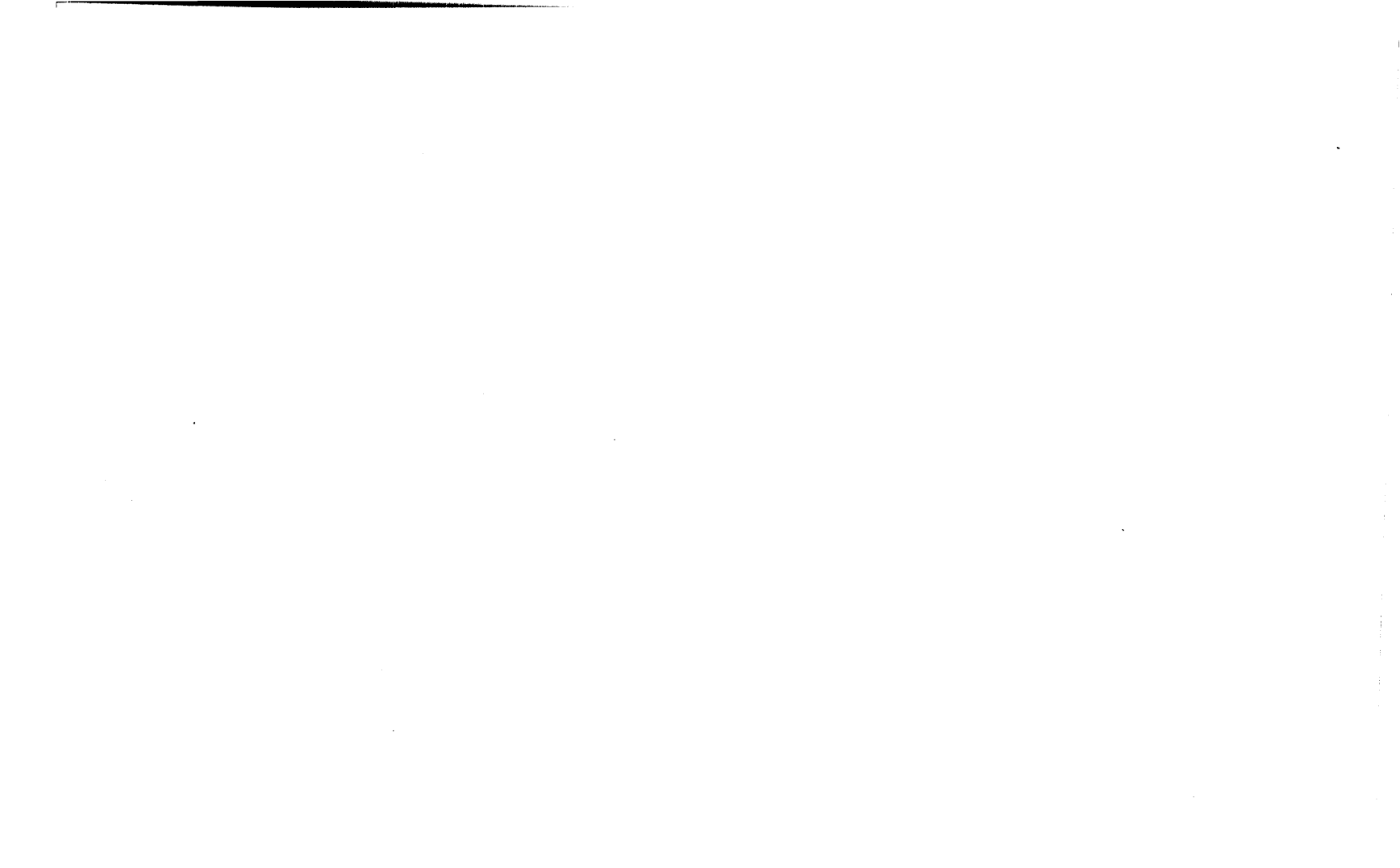
**EXERCISE 154. A PORCELAIN VASE.**

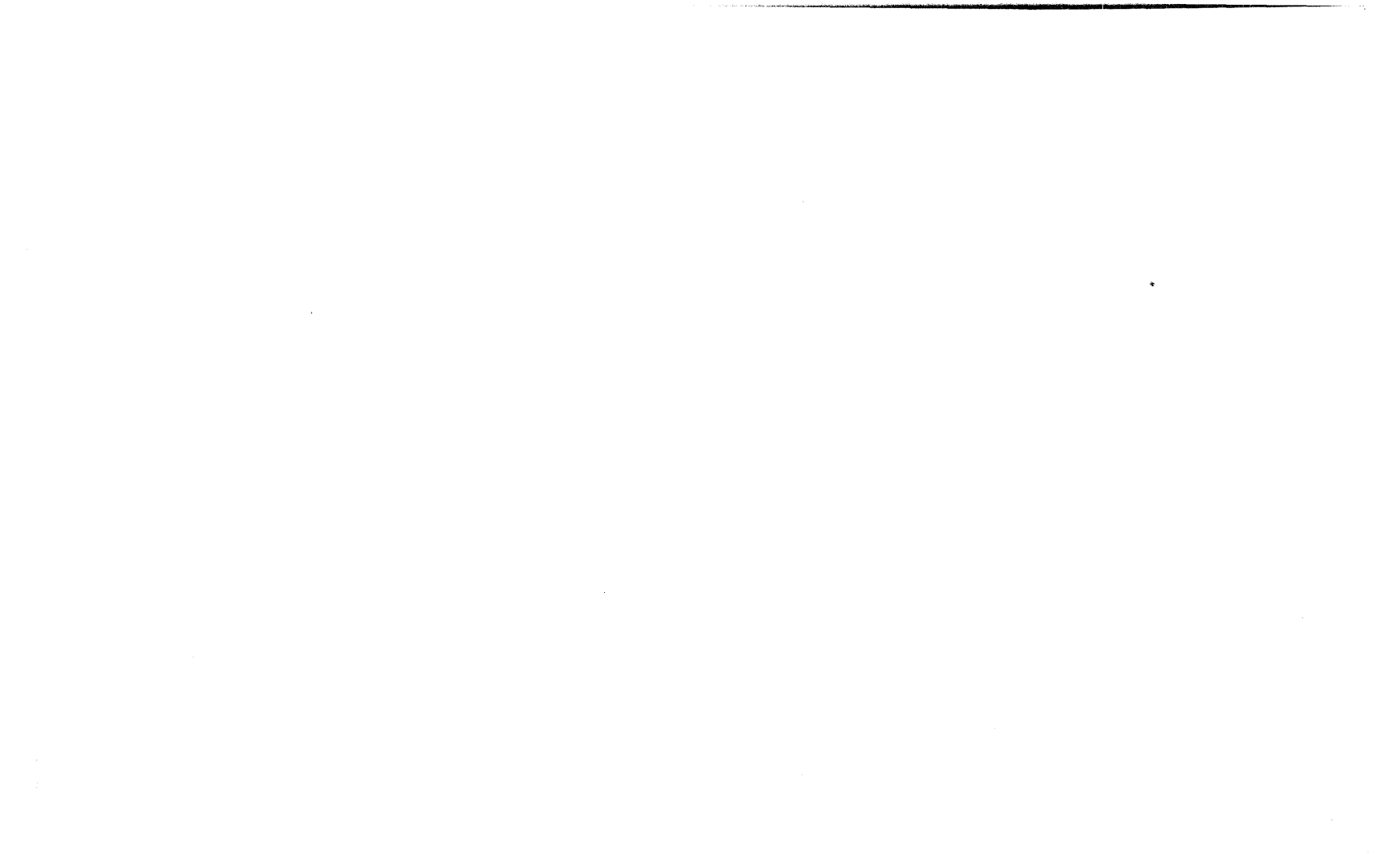
Within the space formed by the arch and on the central line which divides the central and right spaces, draw the vase. Increase its height one inch and its size proportionally throughout. Mark on the central line the points where the horizontal lines cross it, noticing the proportions of the central lines between the horizontal ones. The handles and the ornament will have to be added when the general outline has been corrected and approved. [T. M. 219.]



*Mary C. Holark Apr 14*

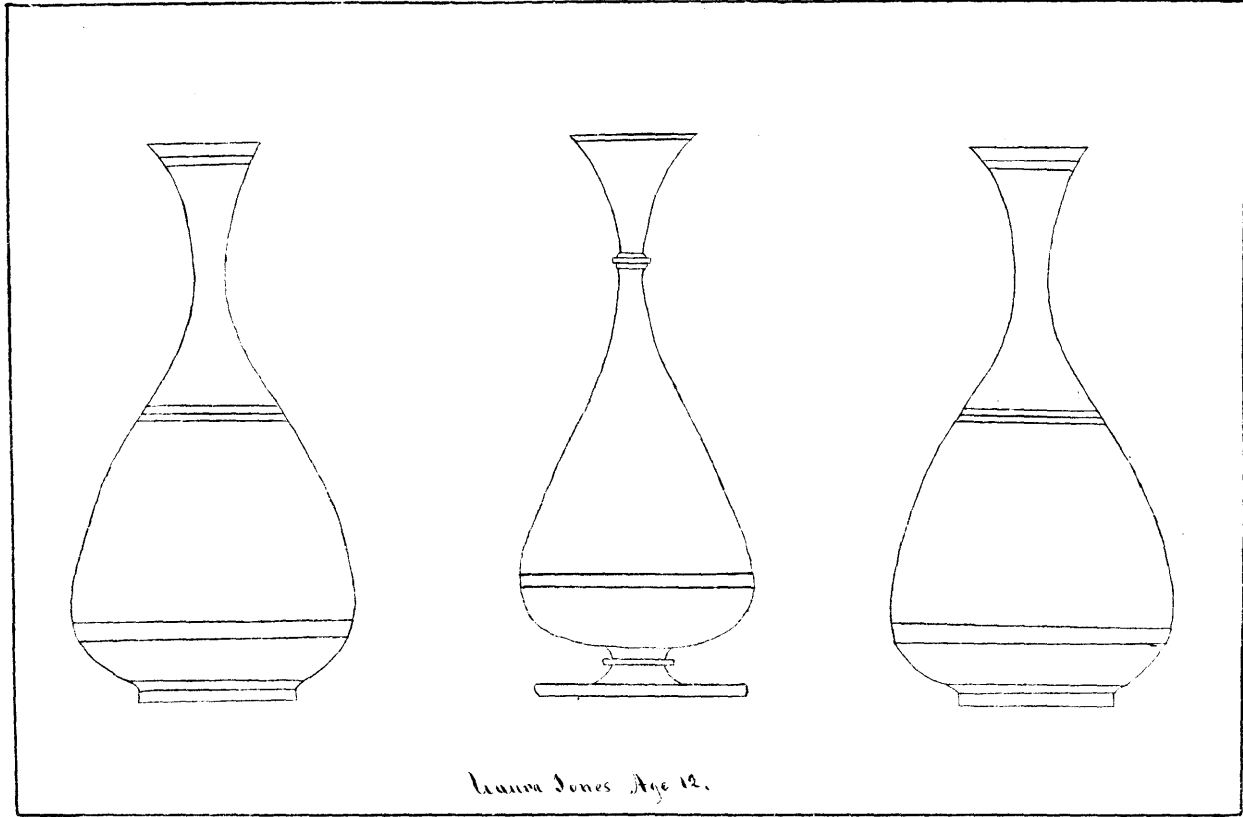




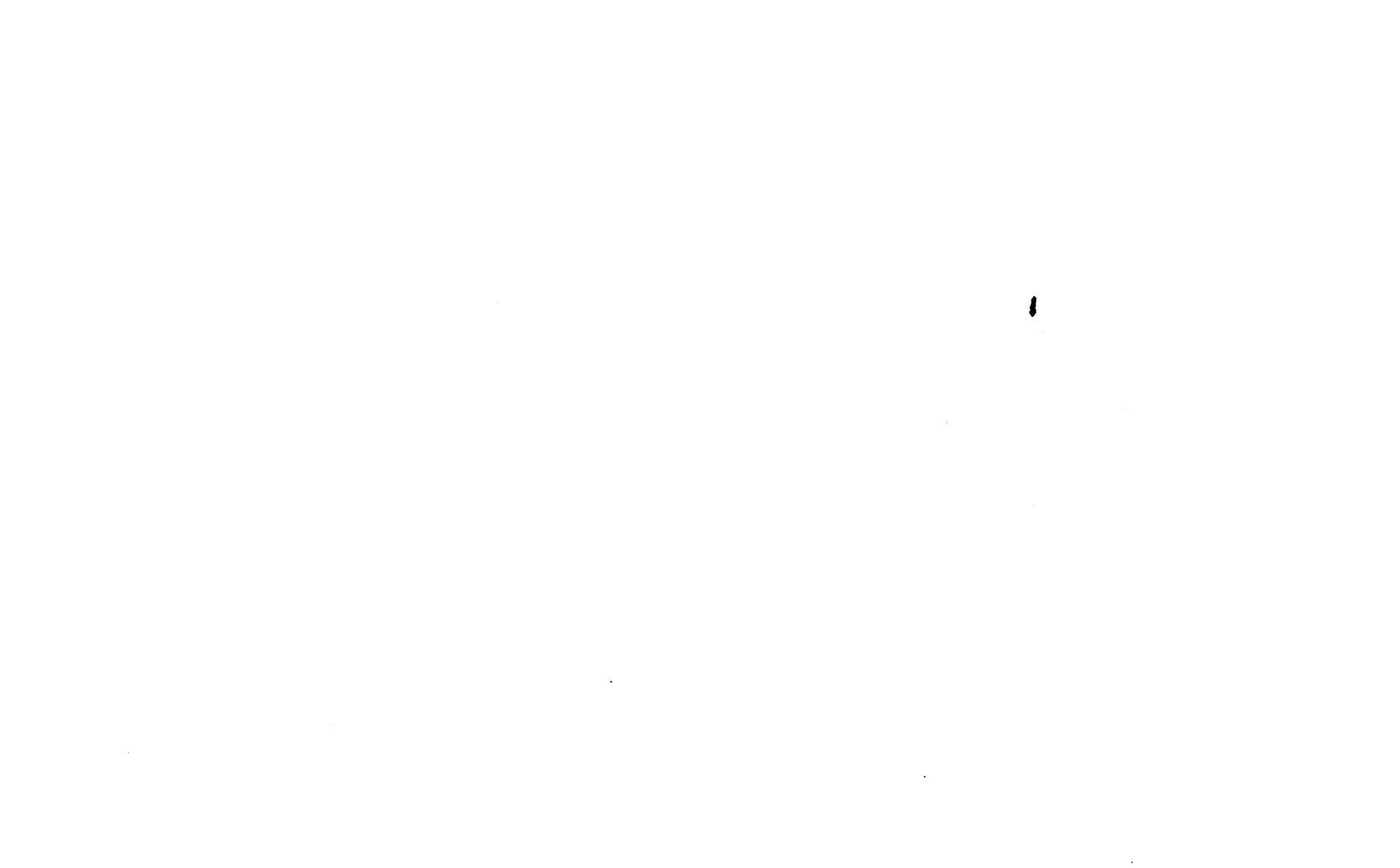


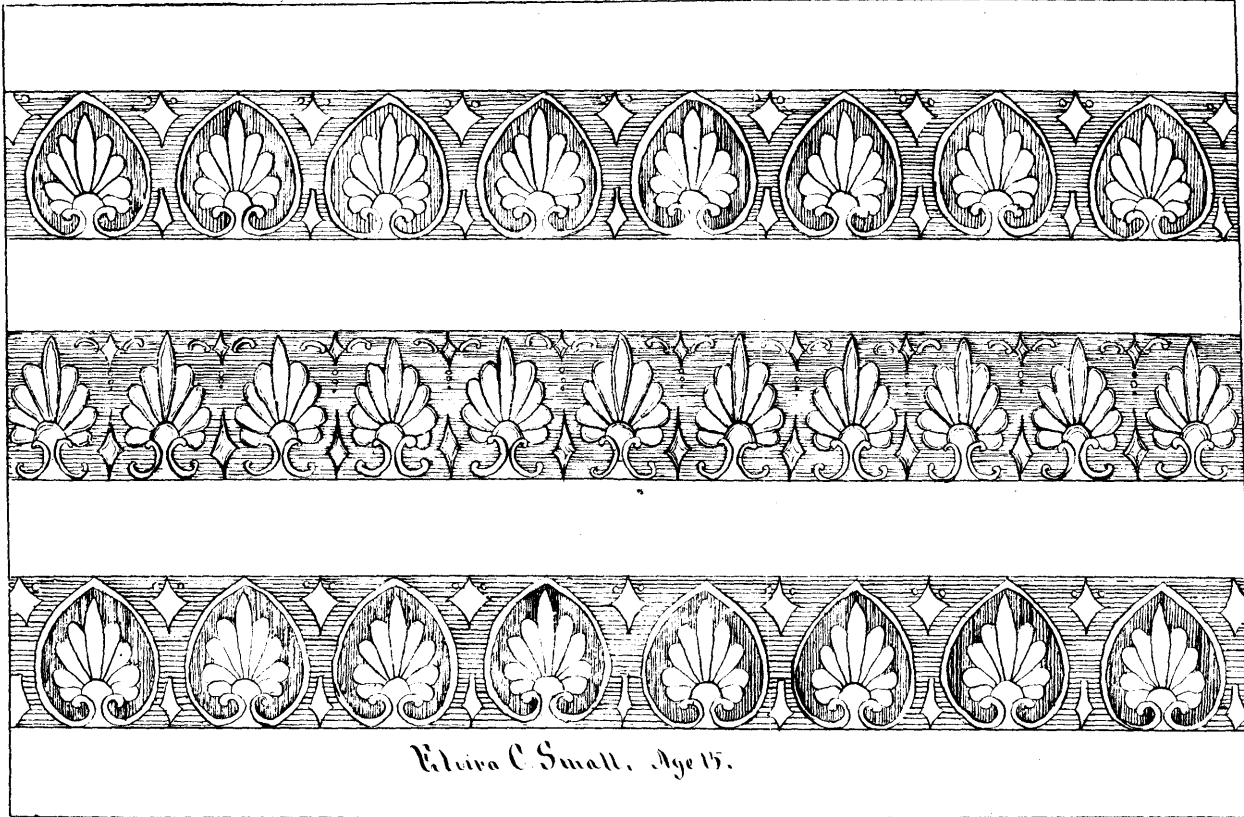


Vases by Laura L. DeForest Agell.

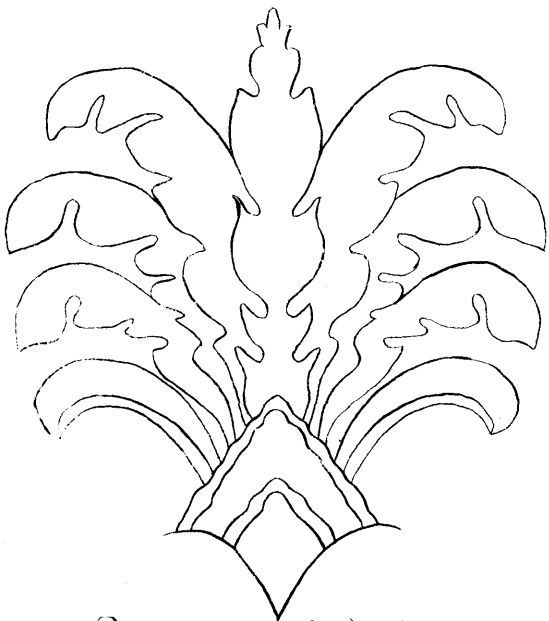






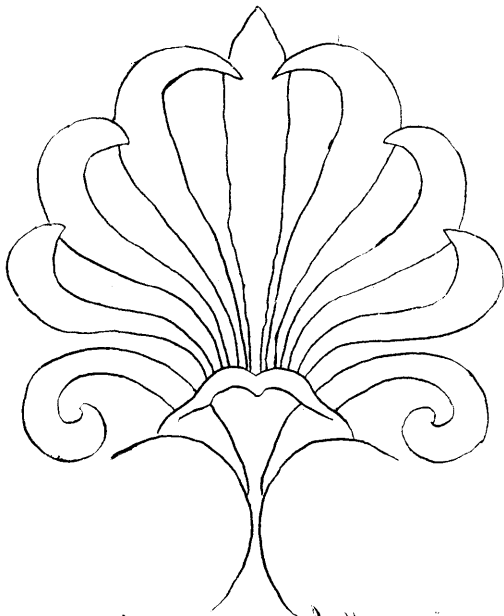


*Elvira C. Small, Age 15.*



Roman

Anthemion



Grecian

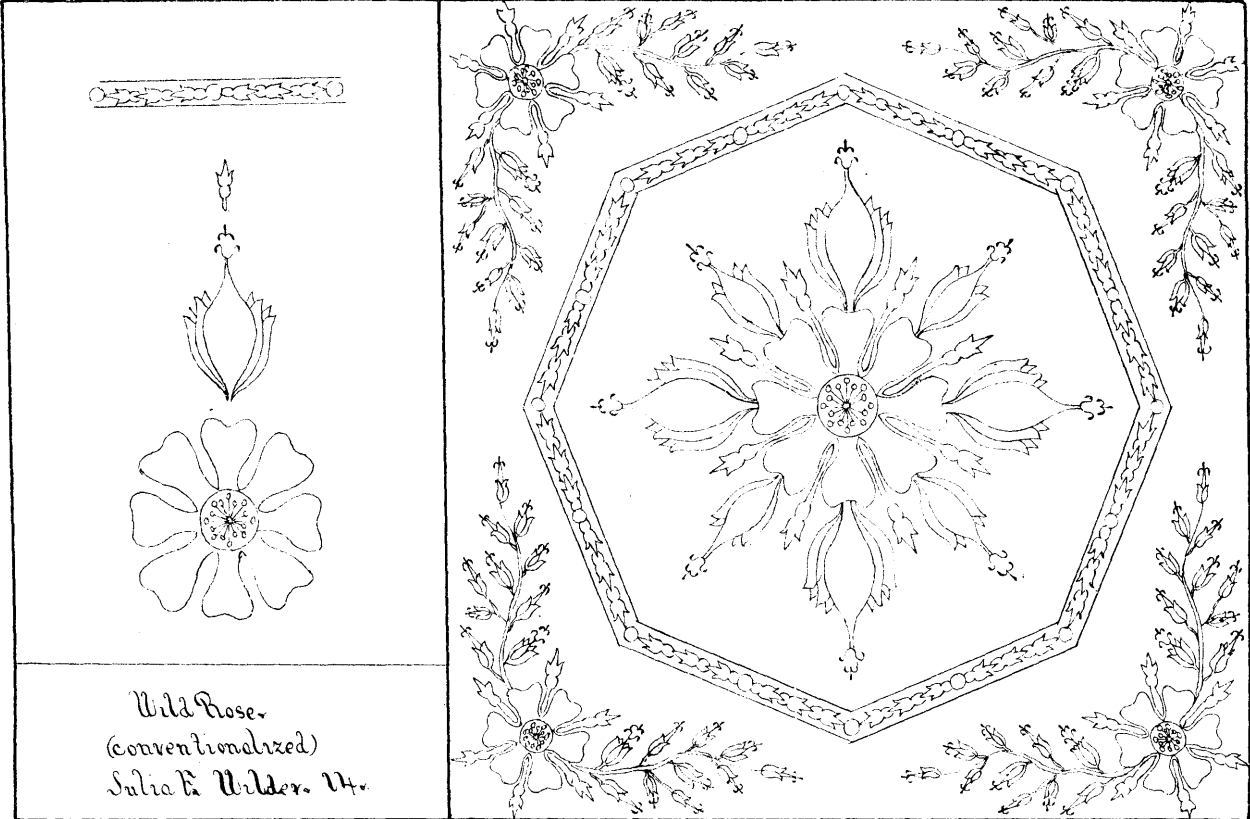
Anthemion

M.W. Clark, 15.

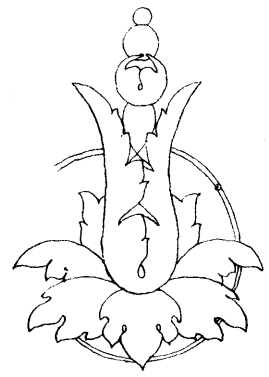
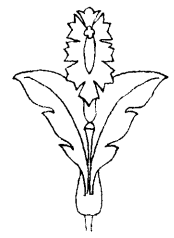
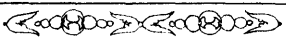




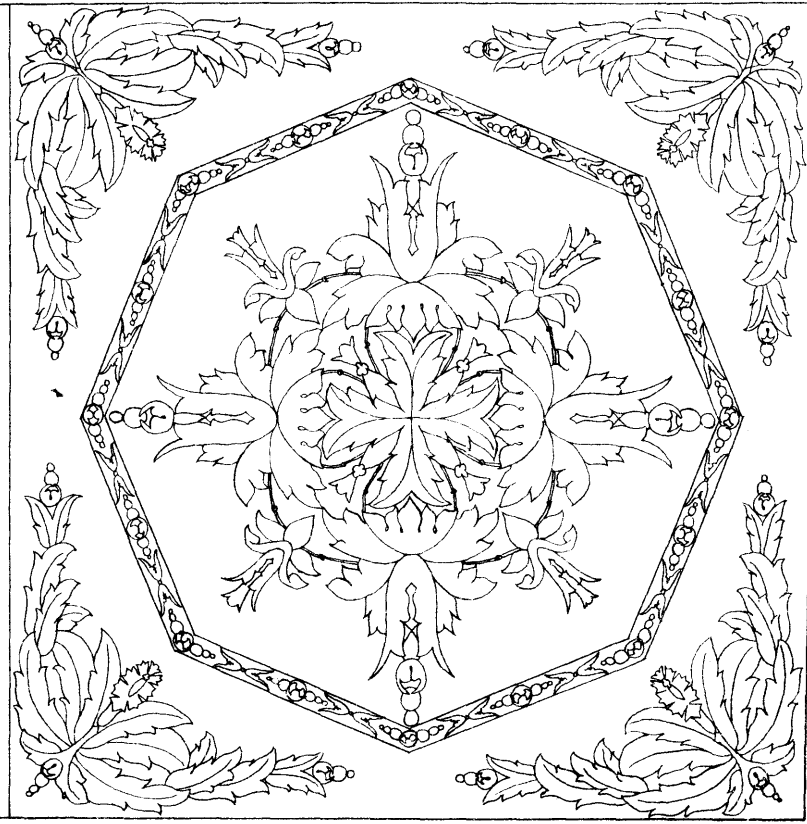




Wild Rose.  
(conventionalized)  
Julia K. Uilder. 14.

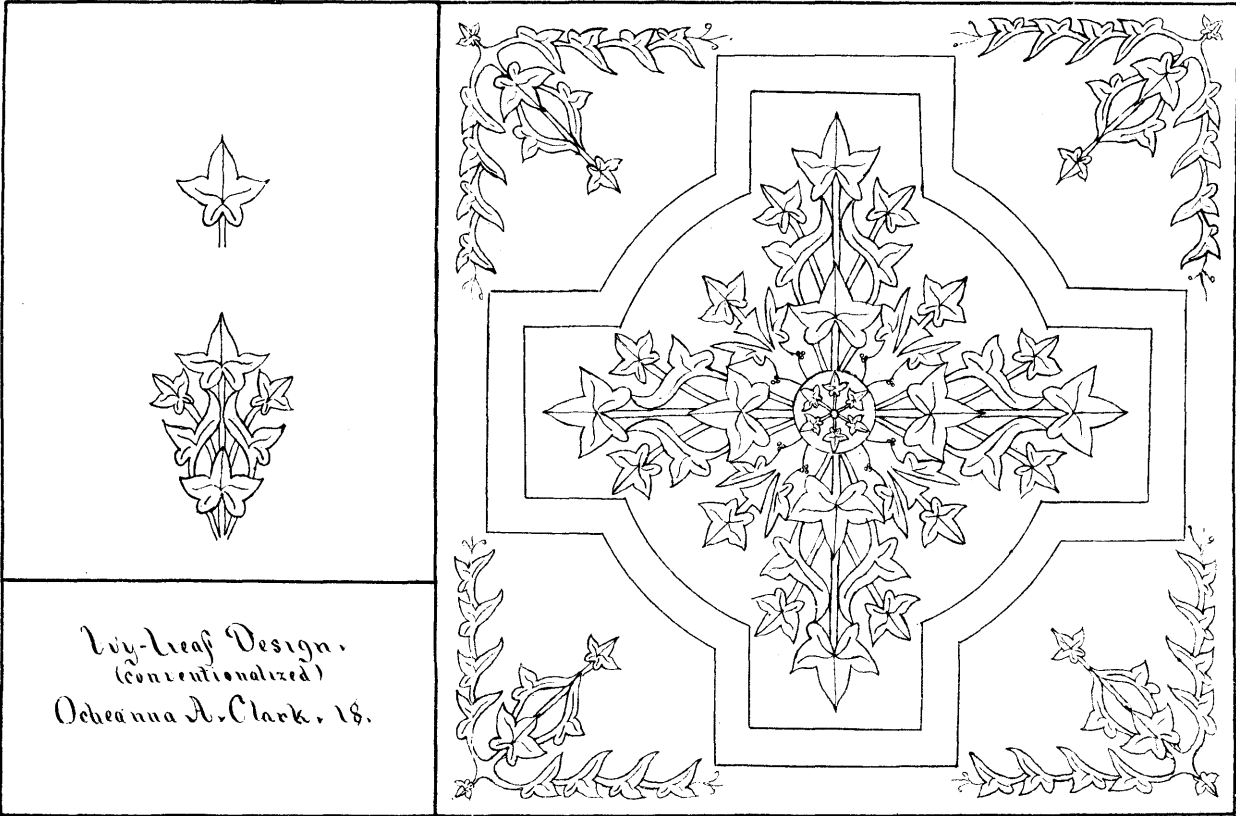


"Roman Kaunhus"  
Kande R. Wilksr.

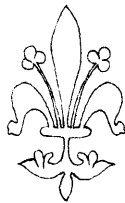






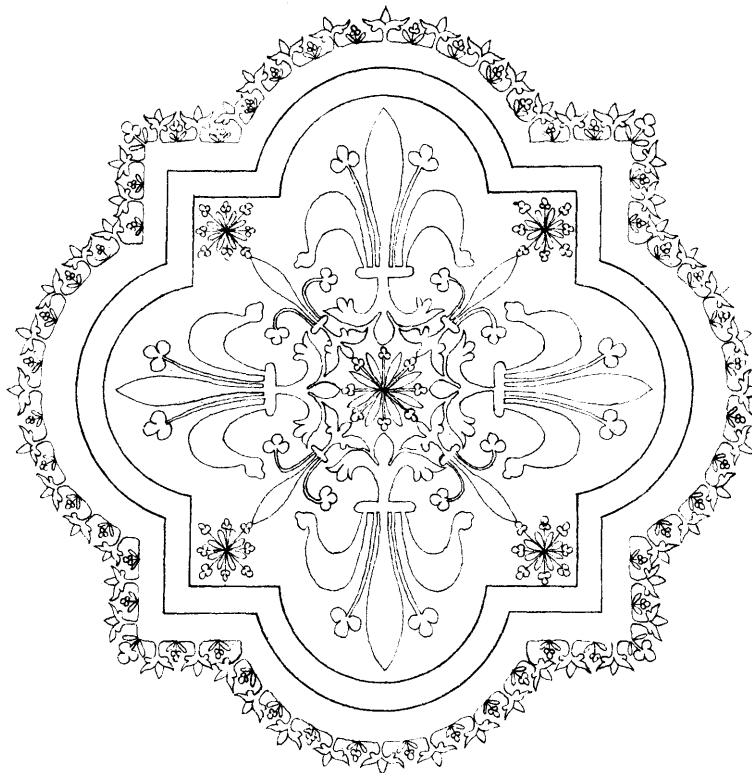


*Viv-leaf Design.*  
*(conventionalized)*  
*Oceanna A. Clark. 18.*



"Fleur-de-lis."

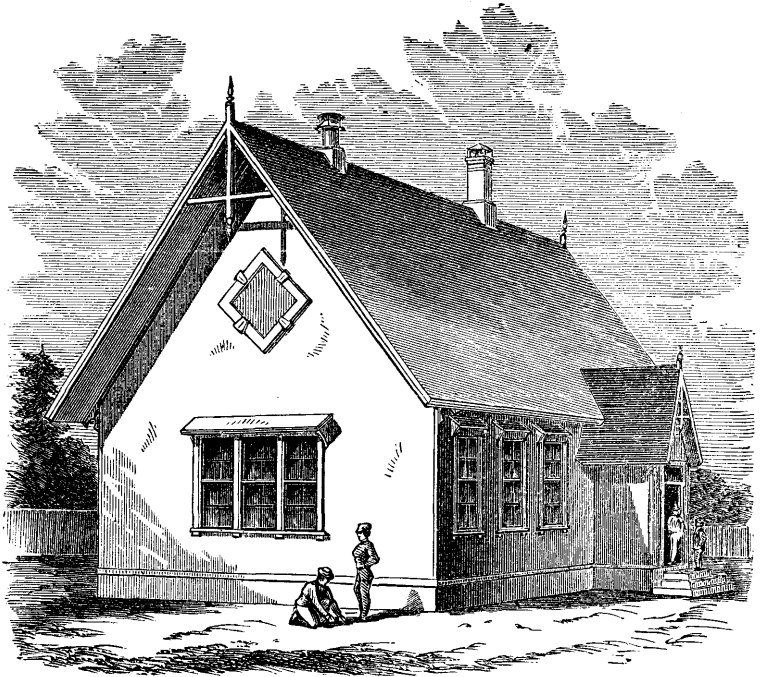
Maggie S. Laughlin.





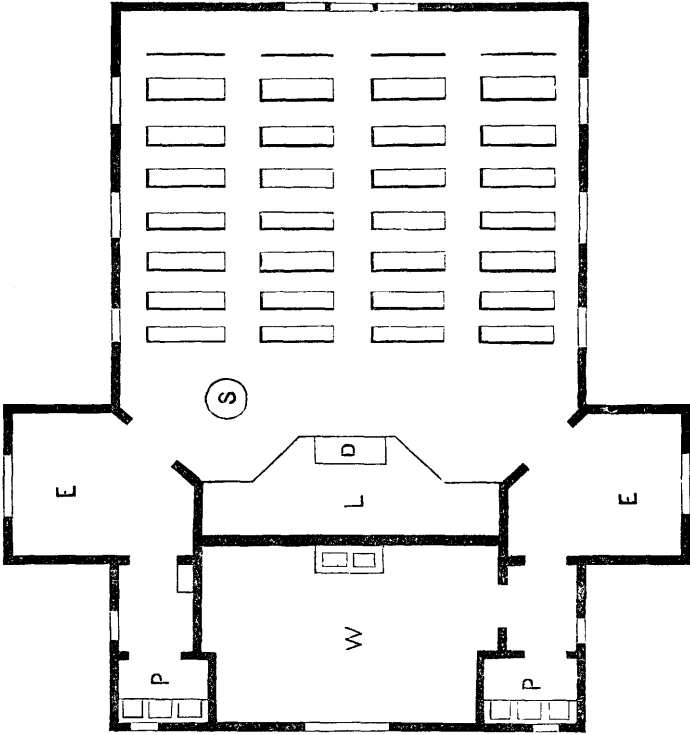






COUNTRY SCHOOL-HOUSE.

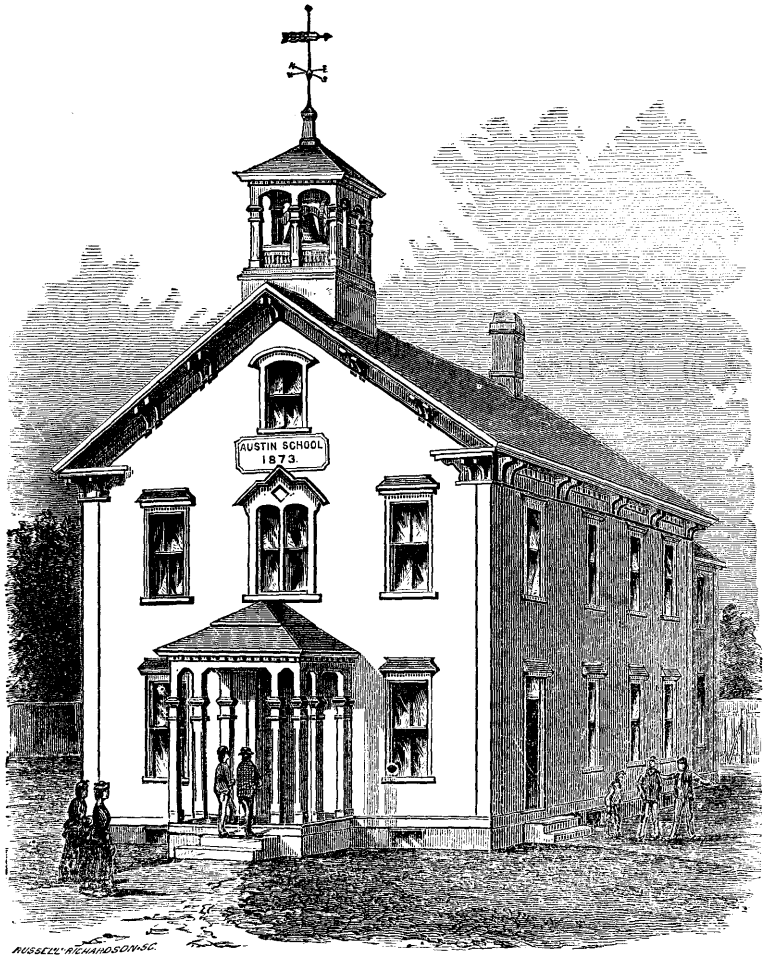
See "School-Houses."



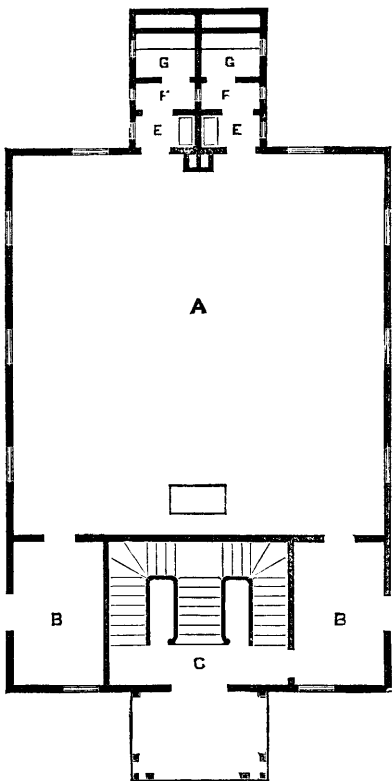
PLAN FOR COUNTRY SCHOOL-HOUSE.



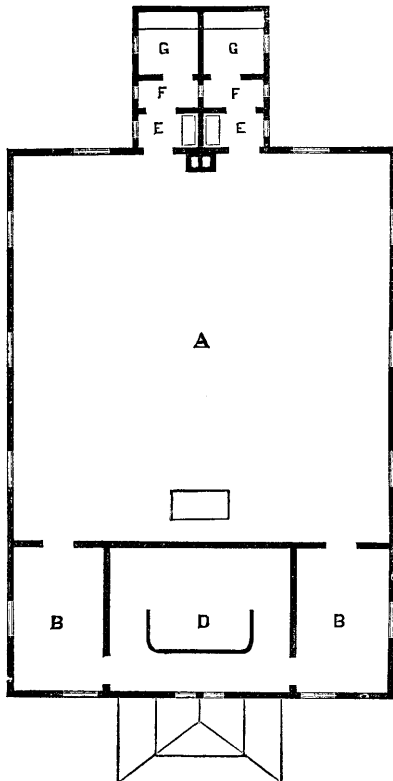




District School House, Kittery.



First Floor.

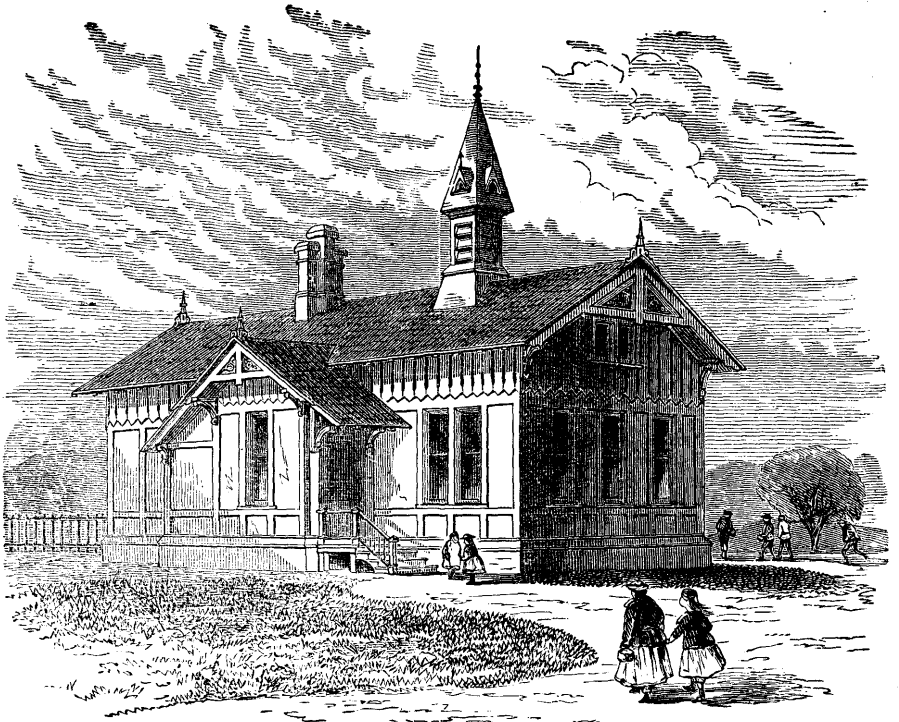


Second Floor.

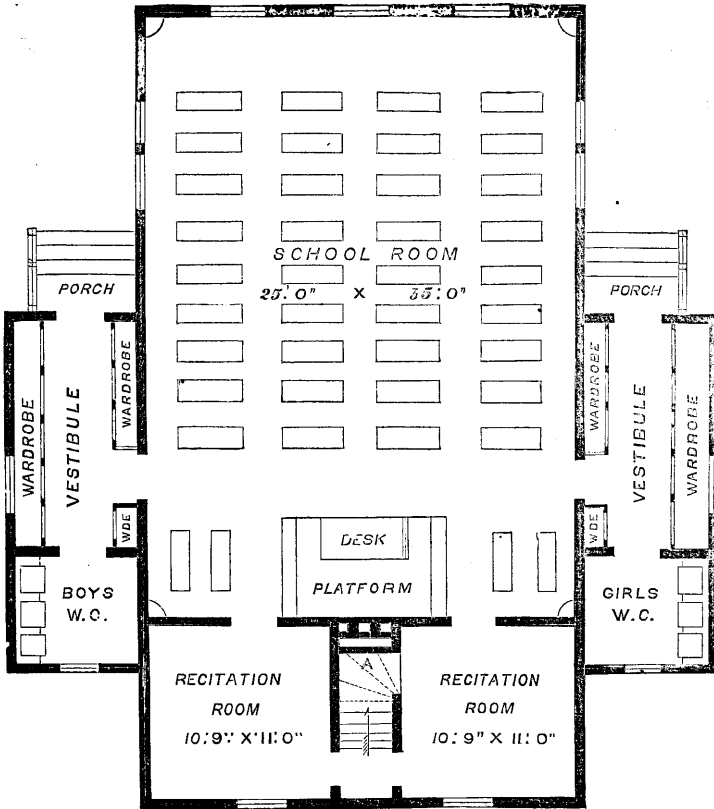








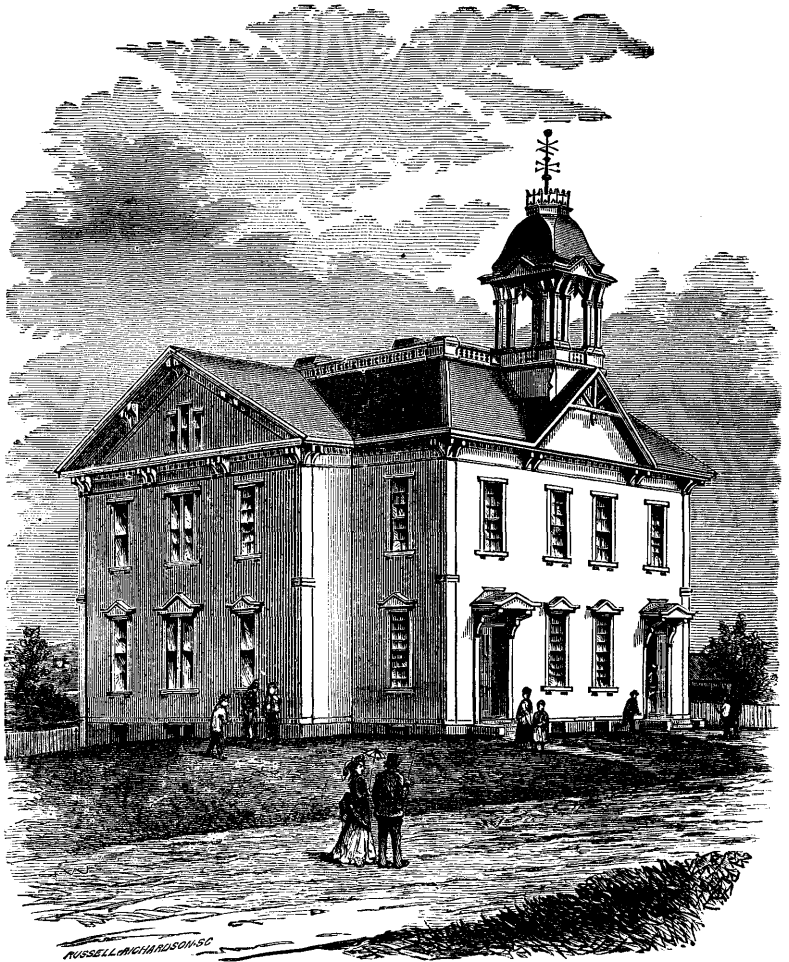
*VILLAGE SCHOOL HOUSE.*



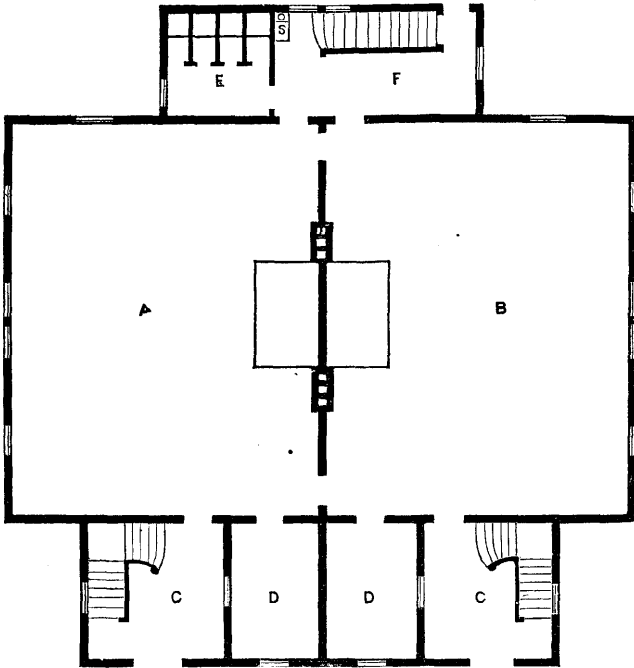
*Plan for Village School House.*



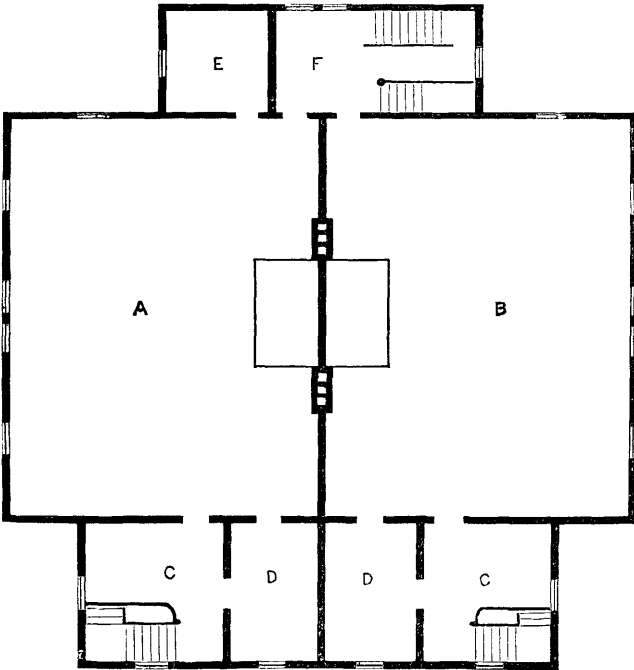




Grammar School-House, Winthrop.



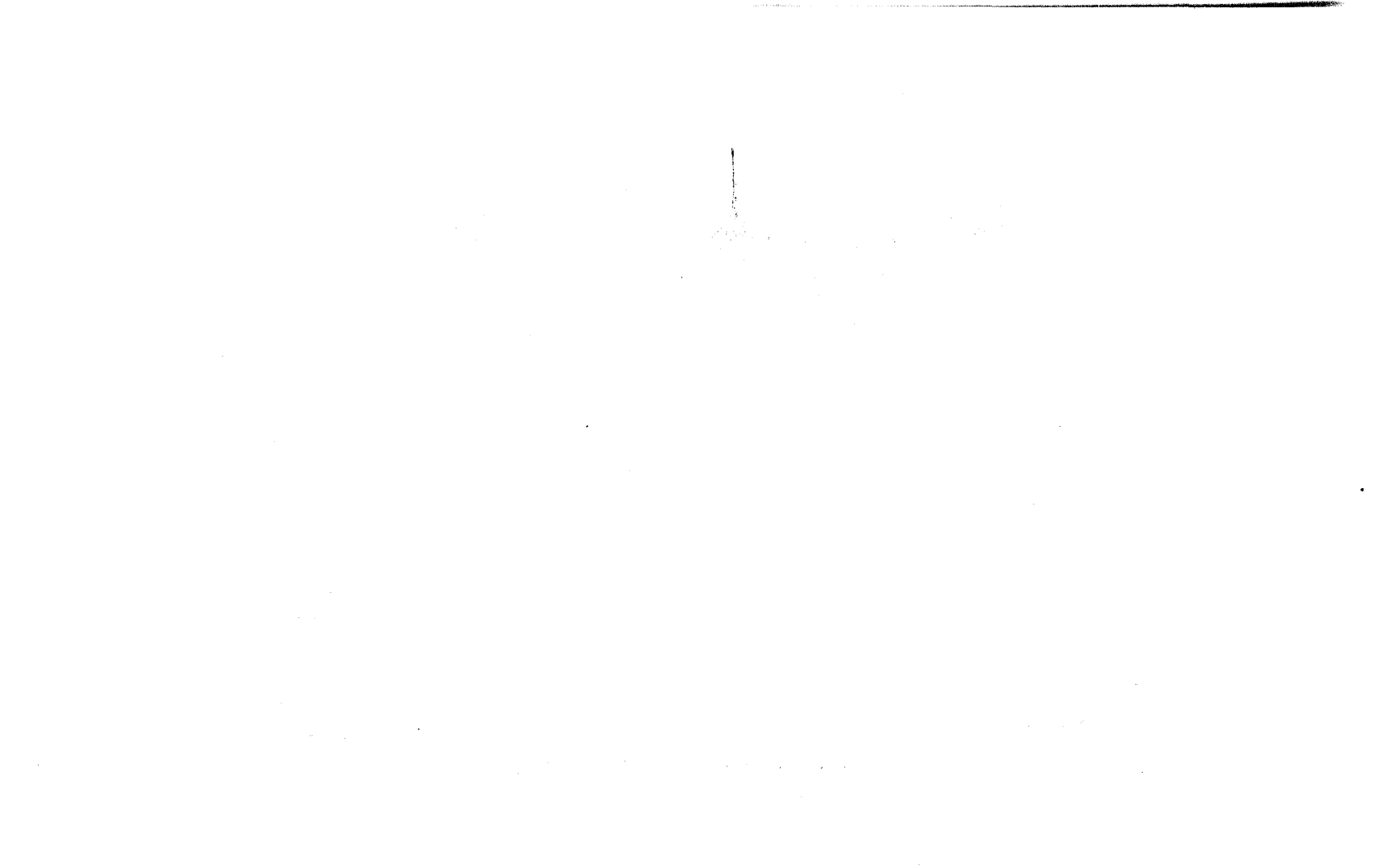
First Floor.

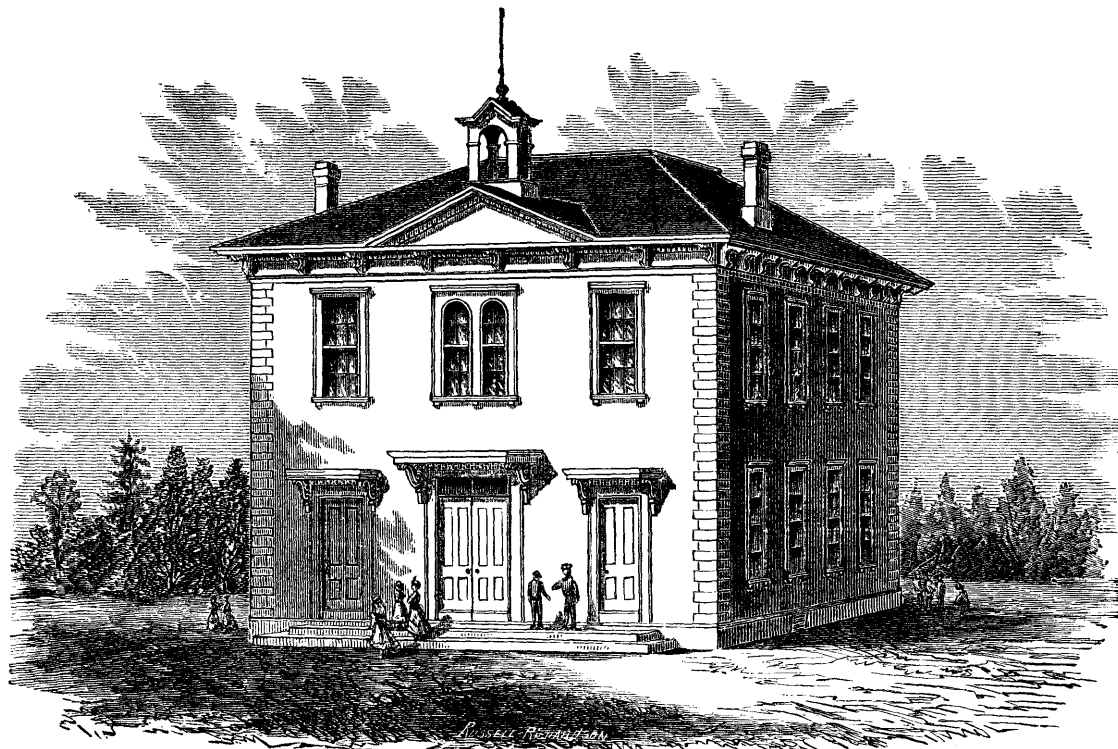


Second Floor.





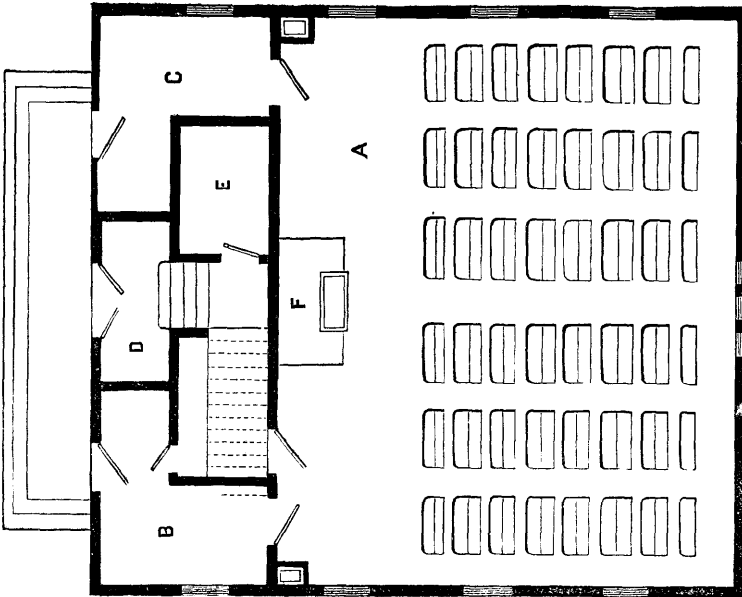




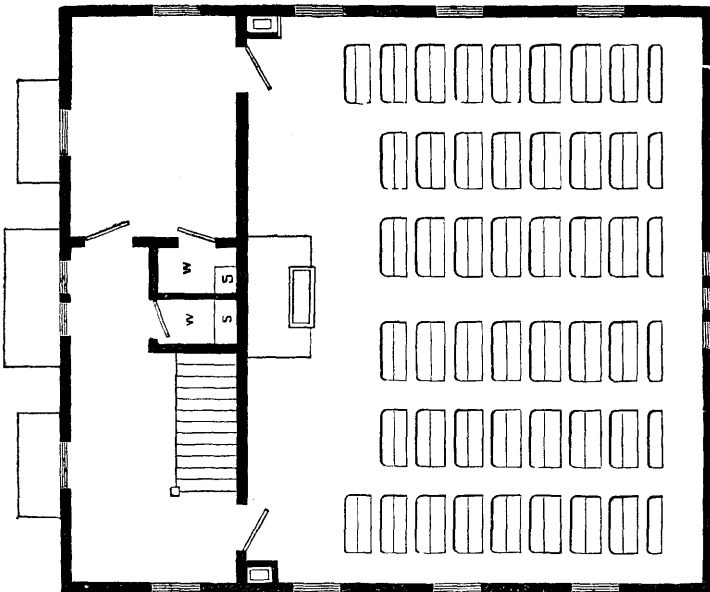
VILLAGE SCHOOL HOUSE, PITTSFIELD.

PHILLIPS AND MECHANIC FALLS.

(First Floor.)



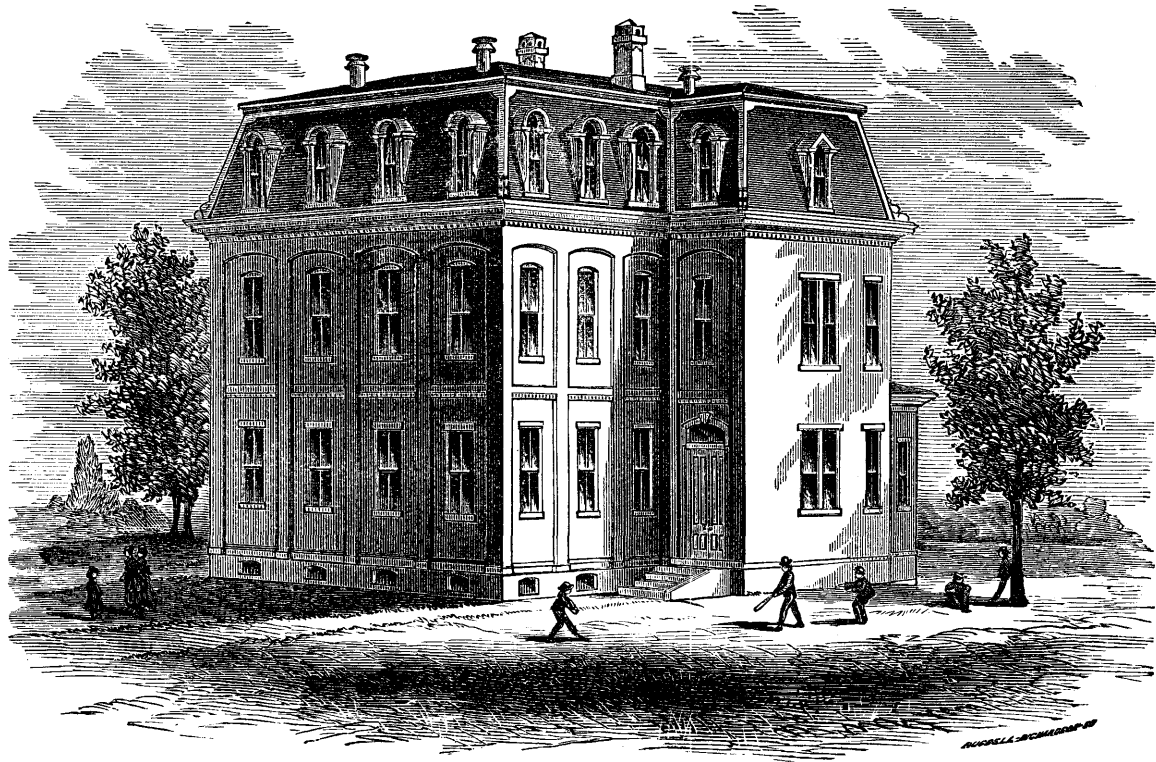
(Second Floor.)



PLAN FOR VILLAGE SCHOOL HOUSE.



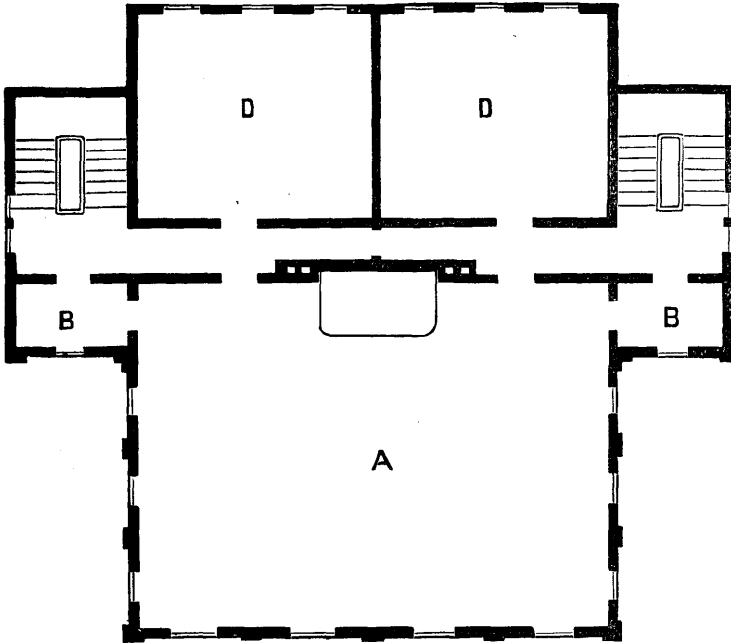




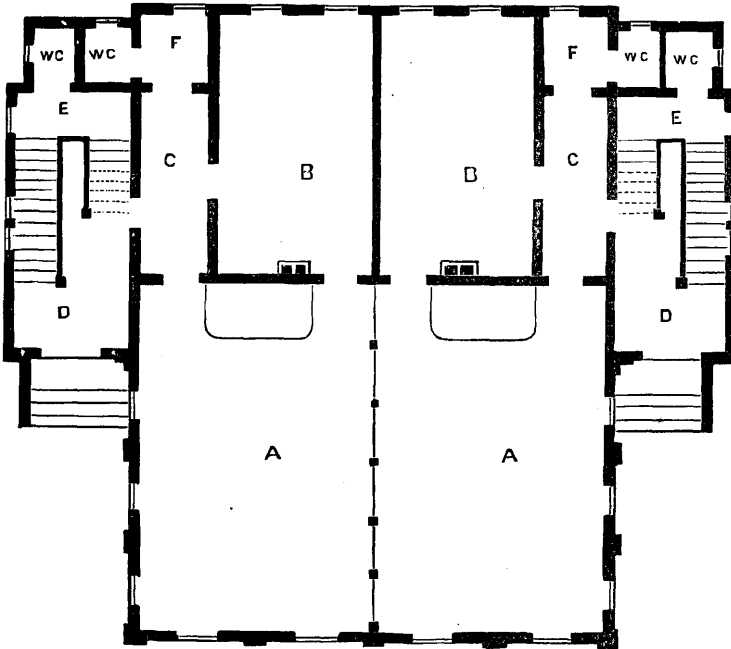
**HIGH SCHOOL.**

(See School Houses.)

PLAN FOR HIGH SCHOOL.

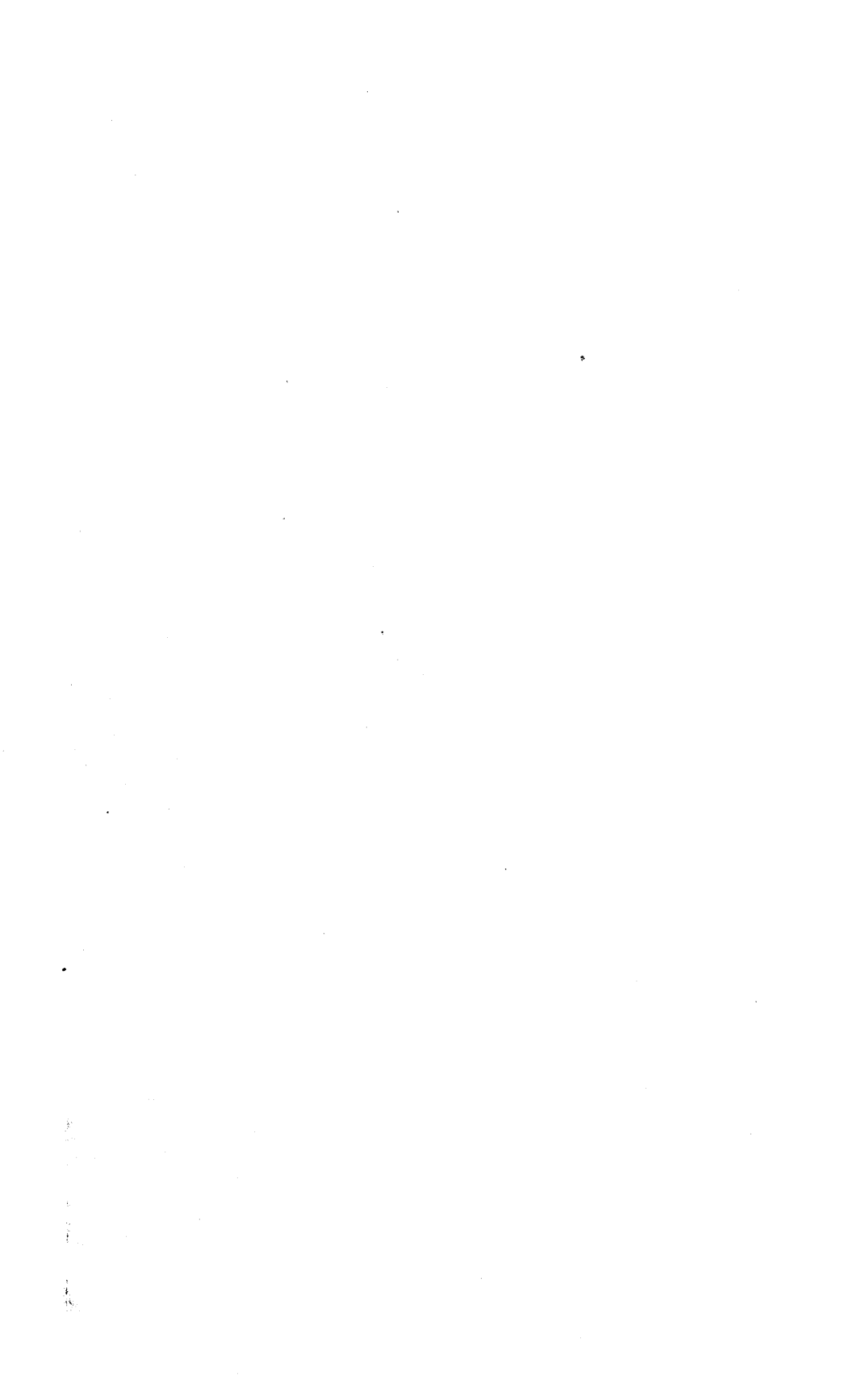


(First Floor.)



(Second Floor.)





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APPENDIX.

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ANDROSCOGGIN COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5½ days per week.			Average length of Winter Schools of 5½ days per week.			Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in summer.	Number of Male Teachers employed in Winter.
								w.	d.	w.	d.	w.	d.									
Auburn .....	2,266	1,284	1,097	1,268	1,103	1,300	.49	9	3	10	2	1	1	-	28	28	1	\$2,360	\$37,000	-	4	8
Durham .....	480	239	204	237	197	257	.44	10	4	10	5	17	2	16	10	10	-	-	2,610	-	8	
East Livermore .....	325	191	164	249	214	260	.58	11	1	11	3	4	3	7	7	7	-	-	4,000	-	5	
Greene .....	368	224	190	194	175	318	.50	10	10	10	10	10	3	10	5	5	-	-	3,000	-	5	
Lewiston .....	6,279	2,449	1,868	3,068	2,040	3,500	.31	18	20	20	1	1	-	30	27	2	13,373	171,000	-	3	3	
Leeds .....	392	208	164	292	233	347	.51	9	2	10	3	11	2	13	11	1	700	7,500	-	-	12	
Lisbon .....	723	415	355	427	352	509	.50	14	3	14	3	1	-	14	12	1	1,000	17,000	-	2	5	
Livermore .....	460	272	220	366	315	400	.58	10	3	11	3	17	2	17	8	-	-	5,000	-	-	13	
Minot .....	600	356	302	-	-	437	-	-	-	-	-	10	3	9	9	-	-	15,000	-	-	6	
Poland .....	1,041	580	513	691	527	884	.50	8	9	9	-	19	5	23	21	-	-	19,000	-	1	16	
Turner .....	798	488	400	518	435	640	.52	10	10	10	1	1	-	19	13	-	-	8,000	-	-	4	
Wales .....	173	112	84	151	130	161	.62	9	4	10	2	8	-	7	6	-	-	3,500	-	-	4	
Webster .....	336	187	159	244	193	244	.52	8	4	11	3	11	2	11	2	-	-	3,000	-	-	3	
	14,241	7,005	5,720	7,618	5,914	9,257	.50	10	1	11	4	112	22	204	159	5	17,433	295,610	10	92		

ANDROSCOGGIN COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.		Number of Teachers Graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.	Amount of school money voted in 1874.	Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1873.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	33	33	33	33		\$	¢	\$	¢			Excess above amt't required by law.	Less than the amt't required by law.									
Auburn	39	33	-	2	10	\$37	00	\$8	64	-	\$12,000	\$4,800	-	5	\$4,277	-	\$16,137	-	-	-	-	\$500
Durham	10	3	-	2	2	27	50	3	25	00	1,200	119	-	2	749	-	1,900	-	-	-	-	92
East Livermore	7	3	-	3	3	33	16	4	28	08	803	-	-	2	579	\$60	1,517	\$75	-	\$250	\$75	55
Greene	10	5	-	1	2	31	00	2	40	25	875	-	-	2	617	-	1,623	25	-	125	50	45
Lewiston	68	65	10	200	0	7	00	3	00	00	22,000	11,120	-	3	11,770	-	34,588	-	-	10,607	-	2,000
Leeds	11	1	1	23	67	3	33	2	00	1,200	1,200	20	-	3	753	-	1,803	100	-	150	50	98
Lisbon	14	12	8	47	00	5	00	3	25	25	3,000	1,240	-	4	1,425	23	4,624	60	\$20	509	-	152
Livermore	14	5	3	30	00	3	50	2	50	1,175	1,175	-	-	2	818	108	2,300	200	-	250	100	59
Minot	12	9	2	37	25	5	00	3	25	1,260	1,260	-	-	2	985	-	2,260	100	-	250	-	61
Poland	17	8	1	26	00	3	50	3	00	2,000	2,000	71	-	1	1,621	-	3,590	-	-	800	-	85
Turner	19	15	2	34	00	4	00	1	75	2,000	2,000	96	-	2	1,321	200	4,200	200	200	700	-	179
Wales	8	4	-	26	00	3	75	2	00	450	450	12	-	2	275	-	712	60	-	65	50	29
Webster	8	8	-	31	00	3	45	2	45	753	753	-	-	2	525	-	1,200	50	-	150	100	45
	237	171	32	44	89	4	39	2	54		48,716	17,478	-	2	25,715	391	76,394	870	220	14,856	425	3,400

AROOSTOOK COUNTY.

TOWNS.	No of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance		Number of districts in town	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
							%	d.									
Amity	111	63	47	70	54	84	.468	2 12	3	-	2	2	-	-	-	1	
Benedicta	128	66	50	77	61	-	.43 12	18	2	-	2	2	-	-	-	1	
Blaine	274	167	114	105	79	167	.35 9	3 12	4	4	2	2	-	-	300	2	
Bridgewater	299	164	129	174	141	-	.44 12	13	5	-	5	5	2	\$1,875	4,975	4	
Dalton	243	157	110	133	99	183	.43 10	4 12	2	5	5	3	1	536	3,000	3	
Easton	256	146	120	147	111	-	.45 10	2 9	3	9	4	4	-	-	1,500	2	
Fort Fairfield	912	734	493	697	468	590	.53 9	4 10	22	13	7	7	-	-	3,000	4	
Fort Kent	582	250	200	40	30	-	.20	-	9	5	1	1	-	-	1,000	1	
Frenchville	932	550	480	50	42	-	.28 24	12	22	5	4	2	1,100	-	2	-	
Grand Isle	357	136	80	34	21	136	.15 7	-	7	2	3	2	100	700	-	-	
Hersey	45	15	10	15	11	-	.25 9	-	1	1	1	1	-	-	-	1	
Hodgdon	400	227	160	178	122	-	.35 10	3 13	2	9	1	9	8	-	3,700	2	
Houlton	853	416	285	406	300	500	.34 12	4 12	9	8	6	1	500	10,000	5	5	
Island Falls	82	40	36	15	13	40	.30 10	3 10	5	1	3	1	190	600	1	1	
Limestone	155	82	60	77	62	114	.39 12	11	4	5	2	1	174	283	-	-	
Linneus	375	221	130	220	150	325	.37 10	11	9	1	7	5	1	500	6,000	5	
Littleton	333	267	221	279	238	322	.69 11	10	7	-	7	4	-	-	3,000	3	
Ludlow	170	126	83	122	89	148	.51 11	12	4	1	4	3	-	-	550	3	
Lyndon	794	350	280	448	369	545	.41 8	4 9	3	16	1	11	8	1,500	5,000	6	
Madawaska	507	235	232	-	235	46	.46	-	10	4	4	3	1	1,400	-	-	
Mars Hill	213	131	104	177	149	-	.60 11	1 10	3	7	4	1	1	625	1,000	2	
Masardis	64	40	31	20	16	45	.45 13	12	2	-	1	-	-	700	-	-	
Maysville	432	185	150	200	173	-	.37	-	12	-	10	5	-	-	-	2	
Monticello	313	193	132	215	161	-	.46 10	9	3	8	7	4	-	-	2,500	2	
New Limerick	185	110	95	90	81	-	.47 11	10	4	1	4	4	-	-	1,600	1	

Orient.....	105	70	56	-	-	-	-	12	-	3	-	3	1	1	100	1,153	-	-		
Presque Isle.....	456	399	226	265	224	-	.50	11	1	10	4	8	-	9	8	3,500	1	3		
Sherman.....	297	159	111	184	142	-	.42	11	11	6	-	5	3	-	-	1,600	-	3		
Smyrna.....	58	35	30	43	34	50	.55	8	3	3	1	3	3	-	-	1,000	-	-		
Washburn.....	231	156	103	93	73	-	.38	11	3	10	3	7	-	3	2	1,100	2,000	-	2	
Weston.....	128	85	61	90	67	-	.50	10	10	4	1	4	-	-	-	931	1	2		
Bancroft pl.....	96	62	47	27	22	-	.36	12	10	3	1	3	3	-	-	800	1	1		
Castle Hill pl.....	135	57	36	78	55	-	.34	10	3	10	2	6	-	2	2	1,500	-	-		
Crystal pl.....	106	83	63	51	42	90	.54	10	4	7	-	6	-	3	2	60	-	1		
Cyr pl.....	192	123	106	-	-	125	-	25	2	-	-	4	-	2	2	75	150	-	-	
Eagle Lake pl.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Glenwood pl.....	81	59	-	11	8	61	-	10	2	8	-	3	-	3	1	-	-	-	-	
Hamlin pl.....	274	165	98	-	-	165	-	21	-	-	-	5	-	4	4	-	500	-	-	
Haynesville pl.....	28	20	18	-	-	20	-	20	-	-	-	1	-	-	-	-	-	-	-	
Macwahoc pl.....	82	45	32	42	30	50	.38	12	8	1	-	1	-	1	-	-	25	-	-	
Mapleton pl.....	192	149	99	95	76	-	.43	11	2	9	1	9	-	7	3	1,825	-	1		
Molunkus pl.....	26	18	15	-	-	26	-	12	-	-	-	1	-	1	1	200	-	1		
Muro pl.....	71	50	40	-	-	50	-	11	-	-	-	2	-	2	-	700	-	-		
No. 11, Range 1 pl.....	146	103	81	53	47	-	.45	-	-	-	-	5	5	3	2	400	-	1		
Oakfield pl.....	258	153	110	132	93	184	.36	10	2	10	3	6	3	6	6	1,800	1	6		
Ox Bow pl.....	48	39	12	-	-	48	-	10	-	-	-	2	-	1	-	50	-	-		
Perham pl.....	49	24	15	20	17	33	.33	7	4	10	2	4	-	2	1	1,000	-	-		
Reed pl.....	22	22	17	9	9	-	.59	11	16	2	1	1	-	1	1	200	-	-		
Silver Ridge pl.....	78	54	37	48	35	-	.46	9	11	1	2	2	-	1	1	200	-	-		
St. Francis pl.....	160	35	25	-	-	-	-	10	-	-	-	3	-	2	1	210	-	-		
St. John pl.....	79	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1		
Van Buren pl.....	462	279	188	-	-	279	-	15	-	-	-	9	-	5	4	2	1,100	2	-	
Wallagrass pl.....	194	142	100	-	-	142	-	10	-	-	-	3	-	3	-	200	300	-		
Westfield pl.....	46	24	20	26	22	30	.46	8	10	1	-	1	-	1	-	500	500	1		
Woodland pl.....	182	53	43	73	57	99	.27	8	9	5	-	3	2	1	1	500	800	2		
Letter K pl.....	60	-	-	-	-	-	-	-	-	1	-	1	1	1	1	150	150	-		
Portage Lake pl.....	55	35	25	-	-	35	-	17	-	-	-	2	-	1	1	500	500	-		
	13,409	7,762	5,649	5,229	4,204	4,933	.40	11	4	11	2	312	24	213	143	22	10,801	73,702	23	76

APPENDIX.

AROOSTOOK COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter	Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1874.	Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1873.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
								Excess above amt't required by law.	Less than the amt't required by law.									
Amity.....	3	1	-	\$27 00	\$4 37	1 82	\$260	\$2	-	2 34	\$189	\$143	\$465	-	\$20	\$40	-	\$9
Benedicta.....	2	1	-	26 00	3 91	2 69	250	-	-	1 96	275	-	-	-	-	46	-	7
Blaine.....	1	1	-	24 50	3 75	2 34	450	50	-	1 64	455	-	644	-	-	86	-	8
Bridgewater.....	4	-	-	23 50	3 50	1 68	480	-	-	1 27	478	70	906	-	-	137	-	20
Dalton.....	4	2	-	24 50	4 58	2 80	500	144	-	2 06	391	-	1,093	-	-	190	-	21
Easton.....	7	4	-	29 00	4 11	1 50	420	-	-	1 64	425	22	860	-	-	74	-	43
Fort Fairfield.....	20	13	-	24 50	3 95	1 70	1,510	-	-	1 64	1,489	67	3,067	-	250	200	-	90
Fort Kent.....	7	-	1	40 00	3 50	3 00	350	-	-	-	60	950	-	-	-	-	-	-
Frenchville.....	20	2	1	12 00	3 00	1 25	375	-	-	-	-	2,009	-	-	-	-	-	-
Grand Isle.....	5	1	-	-	3 00	1 00	250	-	10	70	601	-	2,288	-	-	72	-	45
Hersey.....	1	-	-	20 00	4 00	1 50	150	70	-	3 33	-	-	301	-	-	20	-	19
Hodgdon.....	8	5	-	25 00	4 50	1 75	800	-	-	2 00	606	60	1,465	-	-	5	-	-
Houlton.....	8	3	-	34 00	5 70	3 00	2,282	-	-	2 67	880	-	3,209	-	100	194	-	56
Island Falls.....	4	-	-	24 00	3 44	1 68	200	-	53	2 44	119	-	400	-	-	400	-	45
Limestone.....	3	3	-	-	3 55	1 50	212	-	-	1 74	204	-	320	-	-	9	\$30	16
Linneus.....	7	1	-	28 00	5 00	2 50	800	-	-	2 13	616	92	664	12	-	74	-	9
Littleton.....	6	5	-	23 00	4 00	2 00	560	-	-	1 68	569	72	1,646	15	-	220	-	30
Ludlow.....	4	-	-	25 00	2 25	2 00	316	-	-	1 86	251	70	1,045	9	-	173	40	20
Lyndon.....	12	9	-	27 00	3 50	2 25	1,129	-	-	1 42	251	70	660	-	-	-	-	16
Madawaska.....	14	-	2	-	2 75	87	325	-	-	64	1,196	27	2,260	-	25	-	5	40
Mars Hill.....	6	5	-	20 00	3 63	1 71	320	-	-	1 57	346	32	1,265	-	-	-	-	63
Masardis.....	2	1	-	-	2 75	2 00	135	-	-	2 11	93	28	-	-	-	70	-	20
Maysville.....	9	7	-	25 00	4 00	2 00	700	-	-	1 62	723	-	227	-	-	-	-	3
Monticello.....	8	6	-	32 00	3 65	1 86	610	-	2	1 95	569	108	854	-	-	91	-	58
New Limerick.....	4	2	2	18 00	3 33	1 82	508	2 51	-	2 74	298	46	350	-	-	34	-	26

Orient.....	3	-	-	-	4 50	1 86	200	-	-	1 95	152	-	273	-	-	17	-	5
Presque Isle.....	8	4	-	37 33	4 50	2 02	800	25	-	1 75	924	48	1,891	-	-	110	-	71
Sherman.....	6	3	2	45 00	4 50	2 50	700	-	-	2 36	515	137	993	-	-	227	-	51
Smyna.....	2	3	-	-	3 25	1 75	158	-	-	2 73	120	30	232	30	-	38	-	5
Washburn.....	6	1	-	26 50	3 43	1 65	514	153	-	2 23	366	16	1,280	-	-	100	-	-
Weston.....	4	3	-	26 00	4 50	2 50	350	-	-	2 48	87	-	500	-	-	45	-	15
Bancroft pl.....	2	-	-	26 00	4 00	2 00	200	-	-	2 08	145	100	400	-	-	30	-	-
Castle Hill pl.....	3	3	-	-	3 89	1 59	300	74	-	2 22	204	-	458	-	-	76	-	12
Crystal pl.....	6	1	-	20 00	3 37	1 80	250	9	-	2 35	187	-	423	-	-	35	-	-
Cyr pl.....	3	-	-	-	3 00	1 00	75	-	-	45	329	-	304	-	-	-	-	9
Eagle Lake pl.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Glenwood pl.....	3	1	-	-	3 10	2 02	180	30	-	2 22	193	-	233	-	-	12	-	8
Hamlin pl.....	5	-	-	-	2 75	1 15	150	-	-	55	340	-	500	-	-	-	-	12
Haynesville pl.....	1	-	-	16 00	4 00	2 50	150	82	-	5 36	-	-	112	-	-	5	-	-
Macwahoc pl.....	1	1	1	-	5 00	2 12	-	-	-	-	157	-	-	-	-	5	-	-
Mapleton pl.....	6	3	-	25 00	3 75	1 46	355	-	-	1 85	362	24	484	-	-	30	30	22
Molunkus pl.....	1	-	-	-	3 00	3 00	-	-	-	-	-	72	72	-	-	-	-	-
Moro pl.....	2	-	-	-	3 25	2 00	138	-	-	1 82	94	-	132	-	-	10	-	8
No. 11, Range 1 pl.....	4	1	-	28 00	4 00	2 00	250	-	-	1 70	135	91	536	-	-	60	-	-
Oakfield pl.....	7	1	-	27 28	3 36	1 67	450	3	-	1 74	418	28	1,009	-	-	60	16	42
Ox Bow pl.....	2	-	-	-	2 50	2 00	84	-	-	1 75	-	-	-	-	-	-	-	-
Perham pl.....	2	2	-	-	3 00	2 00	80	17	-	1 63	85	-	171	-	-	-	-	5
Reed pl.....	1	1	-	-	3 50	1 75	-	-	-	-	228	-	76	-	-	75	-	3
Silver Ridge pl.....	2	2	-	-	3 25	2 00	195	-	-	2 50	146	-	188	-	-	28	-	3
St. Francis pl.....	1	-	-	-	5 00	3 00	100	-	28	63	130	60	80	24	-	40	-	9
St. John pl.....	-	-	-	-	-	-	60	-	-	76	-	-	-	-	-	-	-	-
Van Buren pl.....	7	-	1	18 00	2 50	1 50	250	-	-	55	638	250	888	-	-	40	-	25
Wallagrass pl.....	3	-	-	-	3 00	2 00	125	-	-	65	-	-	-	-	-	10	-	25
Westfield pl.....	1	-	-	22 00	4 00	1 87	94	-	-	2 04	64	-	134	0	-	10	-	3
Woodland pl.....	4	2	-	23 00	3 00	1 67	140	-	-	76	253	-	416	-	-	28	10	12
Letter K pl.....	-	-	-	-	-	-	25	-	-	82	-	-	-	-	-	-	-	-
Portage Lake pl.....	1	-	-	-	5 00	2 00	125	-	-	2 27	-	-	119	-	-	20	-	-
	274	104	10	25 64	3 49	1 93	20,410			1 95	14,074	1,693	35,514	491		3,251	246	972

APPENDIX.



CUMBERLAND COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Average number attending Summer Schools.	Number registered in Summer Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Percentage of average attendance.	Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer	Number of Male Teachers employed in Winter.
	Summer	Winter						W.	D.	W.	D.									
Baldwin.....	353	224	180	210	169	307	.50	10	11	2	12	-	14	6	1	\$600	\$3,000	1	5	
Bridgton.....	844	490	402	559	479	597	.53	11	11	4	17	1	18	13	-	-	21,000	-	6	
Brunswick.....	1,793	764	641	828	707	-	.38	8	4	10	18	-	27	20	-	-	38,900	2	13	
Cape Elizabeth.....	1,805	1,009	801	1,122	983	1,213	.49	11	3	11	2	13	14	9	-	-	29,800	2	12	
Casco.....	391	204	165	226	180	244	.45	11	2	10	9	1	8	5	1	549	4,500	-	6	
Cumberland.....	548	393	323	299	230	395	.50	9	13	10	2	9	6	-	-	-	-	-	3	
Deering.....	1,188	561	449	531	432	-	.39	16	2	12	4	10	3	10	6	-	20,000	-	3	
Falmouth.....	550	316	273	344	280	407	.59	9	13	12	-	12	9	-	-	-	6,750	-	7	
Freeport.....	708	319	244	359	305	-	.39	10	11	1	-	18	12	1	-	1,200	23,000	-	8	
Gorham.....	1,067	453	352	430	350	648	.33	10	11	19	-	19	12	2	-	1,100	14,885	1	9	
Gray.....	572	298	249	340	288	378	.47	8	4	9	3	12	-	12	8	-	7,000	-	8	
Harpwell.....	616	305	229	320	253	-	.39	8	9	2	19	-	12	6	-	-	10,000	-	9	
Harrison.....	355	219	151	191	163	-	.44	10	11	10	1	10	4	-	-	-	4,000	-	4	
Naples.....	420	211	178	286	240	-	.38	8	3	11	13	-	12	6	-	-	3,250	-	8	
New Gloucester.....	471	221	172	291	221	-	.42	8	4	11	1	12	1	6	-	-	3,500	-	7	
North Yarmouth.....	283	88	70	171	145	217	.38	8	10	7	3	7	7	-	-	-	2,500	-	3	
Otisfield.....	338	187	144	241	191	-	.50	10	2	0	4	12	1	12	3	1	500	2,600	10	
Portland.....	10,132	5,188	4,013	5,329	4,227	7,021	.41	20	20	1	-	14	14	-	-	-	475,000	9	9	
Pownal.....	303	152	124	306	252	316	.60	8	12	9	2	11	6	-	-	-	3,400	-	5	
Raymond.....	445	265	204	249	194	309	.45	10	11	5	11	-	11	6	-	-	2,200	-	6	
Scarborough.....	598	333	250	370	280	410	.44	10	5	13	10	1	10	8	1	800	6,500	-	6	
Sebago.....	278	162	131	246	198	262	.59	8	9	3	9	-	9	5	-	-	1,525	-	4	
Standish.....	602	370	320	452	391	-	.59	11	10	3	13	-	13	3	-	1,500	7,000	-	12	
Westbrook.....	875	436	359	525	437	631	.45	11	22	-	1	-	7	5	-	-	19,700	1	4	

COMMON SCHOOLS.

Windham.....	765	423	342	540	426	-	.509	111	19	-	19	12	1	1,600	7,000	-	10
Yarmouth.....	589	280	232	302	267	-	.428	110	0	3	10	3	-	-	3,600	-	4
	26,889	13,870	10,998	15,070	12,615	13,335	.4710	2123	285	19	326	202	10	7,849	7,0110	17	182

CUMBERLAND COUNTY—CONTINUED.

TOWNS.	No of Female Teachers employed in Summer		No. of Female Teachers employed in Winter.	Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1874.	Not less than 20 cts for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1873.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	Male	Female							Excess above amt required by law.	Less than the amt required by law									
Baldwin.....	12	4	-	-	\$26 00	\$3 55	2 25	\$1,000	\$119	-	2 83	\$612	\$72	\$4,588	-	\$30	-	\$10	\$10
Bridgton.....	16	9	3	-	32 17	4 61	2 42	3,500	1,352	-	4 20	1,166	62	4,727	-	-	-	100	100
Brunswick.....	25	10	-	-	50 65	4 67	3 40	5,000	1,250	-	2 78	2,919	-	7,915	-	-	-	133	133
Cape Elizabeth.....	17	6	-	-	40 00	5 23	4 25	4,100	10	10	2 03	3,007	-	7,231	-	-	300	150	150
Casco.....	6	4	-	-	36 00	4 40	2 30	798	-	-	2 04	644	120	1,400	35	-	-	66	66
Cumberland.....	12	6	-	-	38 00	4 31	2 58	1,301	-	-	2 57	962	103	1,369	-	342	-	91	91
Deering.....	13	9	-	-	40 00	5 82	3 00	3,500	1,100	-	4 67	1,952	-	5,000	500	-	-	150	150
Falmouth.....	11	5	-	-	45 00	6 00	2 50	2,000	613	-	3 45	988	-	2,988	127	-	-	65	65
Freeport.....	15	8	1	-	36 00	4 00	3 75	2,000	-	-	2 66	1,170	-	2,680	200	429	100	150	150
Gorham.....	16	9	-	-	-	-	-	2,800	-	-	2 60	1,872	-	5,402	3,000	-	-	217	217
Gray.....	13	5	-	-	32 25	3 75	2 95	1,400	9	-	2 45	964	69	2,433	-	-	-	50	50
Harpwell.....	13	7	2	-	30 75	3 87	3 56	1,400	1	-	2 27	863	-	2,318	150	300	600	108	108
Harrison.....	10	3	-	-	42 50	3 23	3 86	1,000	40	-	2 83	583	44	1,450	200	-	125	50	64
Naples.....	11	4	1	-	27 75	3 79	1 71	1,200	360	-	2 86	694	-	1,604	65	-	75	40	33
New Gloucester.....	12	5	-	-	40 00	4 00	3 25	1,350	149	-	2 77	854	250	2,404	-	-	125	-	67
North Yarmouth.....	5	4	-	-	38 00	5 25	2 67	800	40	-	2 83	524	259	1,543	209	-	500	50	-
Otisfield.....	10	2	-	-	26 00	3 50	1 75	900	20	-	2 66	602	142	1,738	200	-	100	70	58

CUMBERLAND COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1874.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1873.	Amount derived from local funds.	Total amount actually expended for public schools	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c	Amount raised to prolong public schools, in money, fuel, board, &c	Amount paid for school supervision.
	No. of Female Teachers employed in Winter	Excess above amt' required by law.						Less than the amt' required by law.										
Portland.....	96	94	-	125 00	\$12 00	5 00	\$89,700	64,900	-	8 85	14,125	-	\$77,800	-	-	20,000	-	\$800
Pownal.....	6	6	-	\$31 33	3 80	2 50	783	-	-	2 56	518	-	1,301	\$500	-	183	-	34
Raymond.....	12	2	-	33 19	3 97	2 07	898	-	-	2 01	755	\$65	1,720	50	-	-	\$50	42
Scarborough.....	10	4	-	33 00	4 50	2 25	1,400	47	-	2 35	1,015	-	2,629	150	-	175	-	59
Sebago.....	9	5	-	28 12	3 54	1 63	643	-	-	2 31	474	-	1,168	-	-	96	-	26
Standish.....	12	1	-	30 50	4 75	3 00	2,100	424	-	3 49	1,025	94	3,031	-	-	-	-	100
Westbrook.....	10	9	2	70 00	9 00	3 50	3,000	600	-	3 36	1,617	229	5,026	-	-	850	-	160
Windham.....	17	8	-	34 62	4 00	2 50	2,100	175	-	2 74	1,303	146	3,200	-	-	600	-	92
Yarmouth.....	10	5	-	38 25	5 81	2 86	1,500	2	-	2 56	987	-	2,900	1,500	\$500	250	-	130
	399	240	10	40 16	4 86	2 79	136,173			3 03	42,195	1,655	153,585	6,697	500	20,235	1,280	2,494

FRANKLIN COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance	Average length of Summer Schools of 5 1/2 days per week.		Average length of Winter Schools of 5 1/2 days per week.		Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer	Number of Male Teachers employed in Winter.
								7.	11.	7.	11.									
Avon	206	97	76	123	107	145	.468	2	7	4	11	1	10	9	-	-	\$2,200	-	2	
Carthage	165	90	73	132	111	-	.567	4	10	4	7	-	6	1	-	-	1,500	-	2	
Chesterville	323	176	151	259	216	-	.407	2	-	-	13	3	12	2	-	-	3,000	-	2	
Eustis	128	98	86	71	57	124	.567	4	9	-	5	5	2	2	-	-	800	-	2	
Farmington	1,041	460	368	547	437	572	.398	3	10	-	23	7	23	6	-	-	-	-	13	
Freeman	210	164	123	144	113	-	.568	1	8	3	10	2	10	3	-	-	1,400	-	4	
Industry	285	148	106	200	177	-	.507	1	9	5	10	1	10	4	-	-	2,500	-	4	
Jay	503	286	234	355	326	406	.569	10	2	17	2	17	15	1	-	\$200	5,000	-	10	
Kingfield	177	104	83	115	96	-	.5010	11	2	3	3	-	4	2	-	-	200	-	3	
Madrid	153	66	53	116	85	127	.466	2	9	-	9	-	7	1	-	-	1,300	-	1	
New Sharon	443	214	168	330	268	-	.497	4	2	19	2	19	2	17	5	-	3,400	-	8	
New Vineyard	277	131	97	185	148	237	.478	2	8	3	14	-	10	7	-	-	3,500	-	2	
Phillips	449	236	176	342	241	425	.467	3	9	1	22	5	14	10	-	-	5,500	-	11	
Rangely	157	100	83	74	52	103	.436	4	7	2	4	-	4	2	-	-	800	-	2	
Salem	116	34	29	98	78	-	.4611	9	1	5	1	5	1	5	1	-	750	-	4	
Strong	178	95	72	120	104	157	.509	11	4	12	1	6	4	-	-	-	1,500	-	2	
Temple	191	115	101	141	120	177	.588	9	-	9	2	9	2	9	2	-	1,850	-	4	
Weld	355	196	154	244	209	-	.528	9	3	11	2	11	4	-	-	-	3,800	1	8	
Wilton	617	338	273	303	255	-	.438	2	10	5	12	5	14	10	-	-	7,500	-	5	
Coplin pl.	40	28	22	26	20	-	.509	10	-	3	3	1	1	1	-	-	-	-	-	
Dallas pl.	67	25	26	23	18	-	.308	6	-	1	1	1	1	-	-	-	75	-	-	
Greenville pl.	13	13	13	13	13	13	-.12	-	-	1	1	1	1	1	-	-	-	-	-	
Lang pl.	14	13	7	13	7	-	.5010	3	-	1	1	1	1	1	-	-	250	-	-	
Letter E pl.	9	6	5	8	6	9	.606	5	-	1	-	-	-	-	-	-	-	-	1	
No. 6 pl.	16	10	8	16	12	16	.62	8	-	3	1	-	-	-	-	-	-	-	-	

FRANKLIN COUNTY - CONTINUED.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of $5\frac{1}{2}$ days per week.		Average length of Winter Schools of $5\frac{1}{2}$ days per week.		Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
Perkins pl.....	51	30	24		40	30	42	51.7	3	1	3	3	1	3	3	1	1	1	1	1	1
Rangely pl.....	18	16	12				16	10	1	1	2	1	1	1	1	1	1	1	1	1	1
Sandy River pl.....	26	15	10				15	6	1	1	1	1	1	1	1	1	1	1	1	1	1
Washington pl.....	27	20	14				20	8	1	1	1	1	1	1	1	1	1	1	1	1	1
	6,255	3,314	2,643		4,038	3,327	2,604	49.8	20	2	223	35	205	103	1	200	47,625	1	90		

FRANKLIN COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1874.	Excess above amt required by law.	Not less than 80 cts. for each inhabitant.	Less than the amt required by law.	Amount raised per scholar.	Amount drawn from State funds in 1873.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
Avon.....	11	8	2	520 00	\$3 00	2 00	\$500			2 43	\$302		\$952			\$25	\$158	\$15	
Carthage.....	5	5		30 00	3 50	1 62	389	1	1	2 36	276	\$30	694			28		22	

Chester ville .....	10	10	-	32 50	3 12 1 75	900	91	-	2 79	537	37	1,389	-	-	-	-	-	40
Eustis .....	5	-	-	27 50	3 20 1 86	300	64	-	2 34	220	107	354	-	-	-	25	107	8
Farmington .....	22	10	5	30 61	3 30 2 93	2,610	-	-	2 51	1,718	100	4,328	1,700	-	-	721	-	155
Freeman .....	9	-	2	26 56	3 12 1 50	500	14	-	2 30	380	50	936	-	-	-	50	-	30
Industry .....	7	0	3	30 50	3 18 1 42	580	-	-	2 03	469	-	1,049	-	-	-	90	25	38
Jay .....	16	7	2	24 60	3 02 1 84	1,200	8	-	2 39	848	73	2,121	150	-	-	400	500	62
Kingfield .....	3	-	-	40 00	3 67 1 75	448	-	-	2 53	243	71	762	-	-	-	45	-	-
Madrid .....	4	7	-	18 00	3 02 1 55	344	-	-	2 28	266	24	632	-	-	-	65	-	22
New Sharon .....	13	10	-	28 00	3 16 1 80	1,162	-	-	2 65	792	50	1,904	-	45	-	200	-	72
New Vineyard .....	7	0	-	32 00	3 50 1 83	610	6	-	2 20	260	-	871	215	100	-	50	-	41
Phillips .....	13	0	2	31 72	3 08 2 00	1,325	-	-	2 36	1,002	70	1,878	100	-	-	325	-	83
Rangely .....	4	1	1	27 50	3 55 1 59	255	3	-	1 64	251	-	311	-	-	-	30	-	3
Salen .....	2	-	-	21 00	2 50 1 42	307	61	-	2 64	192	-	421	-	-	-	46	-	7
Strong .....	7	4	-	3 00	3 11 2 00	508	-	-	2 87	303	74	885	31	25	-	77	82	42
Temple .....	4	5	4	28 00	3 25 2 00	512	-	-	2 68	345	-	732	60	-	-	125	-	30
Weld .....	10	3	-	27 50	3 00 1 75	904	-	-	3 48	481	50	1,385	55	100	-	75	150	60
Wilton .....	13	0	1	29 95	3 82 2 30	1,526	-	-	2 47	897	-	2,410	-	-	-	-	-	100
Coplin pl .....	1	1	-	-	3 25 1 50	75	-	-	1 88	4	-	90	-	-	-	-	-	-
Dallas pl .....	1	1	-	-	3 00 1 50	-	-	-	-	-	-	60	-	-	-	5	-	-
Greenvale pl .....	1	-	-	-	3 00 1 50	50	-	-	3 84	23	-	66	-	-	-	2	-	1
Lang pl .....	1	1	-	-	3 50	25	16	-	3 57	30	-	46	-	-	-	-	-	5
Letter E pl .....	1	-	-	17 00	2 00 1 53	50	-	-	2 78	-	-	50	-	-	-	-	-	2
No. 6 pl .....	1	1	-	-	2 00 1 25	40	-	-	2 50	21	-	50	-	-	-	-	-	-
Perkins pl .....	3	3	-	-	3 50 1 37	94	-	-	1 88	92	120	181	-	-	-	15	-	6
Rangely pl .....	1	-	-	-	3 00 1 50	35	-	-	1 95	-	-	50	-	-	-	5	-	-
Sandy River pl .....	1	-	-	-	2 25 1 50	50	3	-	1 92	29	-	44	-	-	-	5	-	-
Washington pl .....	1	-	-	-	3 00 1 25	42	-	-	1 54	22	14	34	-	-	-	7	-	1
	182	103	22	27 72	3 09 1 71	15,343			2 46	10,111	870	23,691	2,377	225	2,416	1,022		845

HANCOCK COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5 1/2 days per week.		Average length of Winter Schools of 5 1/2 days per week.		Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
								w.	d.	w.	d.									
Amherst	161	91	72	116	81	-	.47	11	28	1	4	-	3	-	-	-	\$2,000	-	2	
Aurora	100	91	68	28	26	-	.47	0	4	12	2	1	2	1	-	-	700	-	1	
Bluehill	630	354	297	396	306	577	.48	3	29	2	18	1	18	8	-	-	8,000	-	4	
Brooklin	360	227	196	240	194	300	.54	10	6	-	-	-	9	9	-	-	6,900	-	6	
Brooksville	555	431	339	238	198	-	.49	10	10	10	9	-	9	3	-	-	4,000	-	6	
Bucksport	1,109	592	554	673	627	-	.53	9	3	10	16	2	22	16	1	\$800	12,000	1	4	
Castine	457	279	248	263	229	291	.53	12	23	4	4	-	5	5	-	-	15,000	1	1	
Cranberry Isles	134	73	56	76	66	125	.45	11	9	3	5	-	4	1	-	-	750	1	3	
Deer Isle	1,406	907	739	1,030	802	-	.54	10	1	11	2	22	4	20	18	1	1,800	22,000	13	
Dedham	152	87	75	95	81	95	.50	3	9	-	6	1	5	4	-	-	-	-	1	
Eastbrook	84	68	56	-	-	-	.68	-	2	-	4	-	4	3	-	-	700	-	-	
Eden	474	285	245	350	297	360	.57	3	9	2	15	-	13	11	1	1,200	14,000	-	6	
Ellsworth	2,015	1,090	896	1,192	915	-	.45	18	10	-	21	1	24	10	-	-	22,000	2	11	
Franklin	418	340	287	183	134	365	.56	7	4	9	3	10	8	7	-	-	4,500	-	3	
Gouldsborough	651	385	310	392	323	465	.48	3	9	-	15	-	12	4	2	1,900	7,600	-	8	
Hancock	364	216	176	223	172	270	.48	8	4	10	3	6	6	6	-	-	5,000	-	4	
Iste au Haut	90	-	59	-	50	-	.55	10	8	-	3	3	2	-	-	-	50	-	2	
Lamoine	230	129	103	153	125	-	.50	9	10	3	4	1	4	2	-	-	3,800	1	3	
Mariaville	120	90	68	65	54	98	.50	3	7	-	5	-	5	-	-	-	800	-	2	
Mt. Desert	399	295	282	338	296	-	.72	9	8	-	11	-	10	9	-	-	9,000	-	8	
Orland	575	331	267	413	349	-	.53	10	19	2	15	3	15	10	-	-	7,500	-	3	
Otis	116	77	54	65	55	80	.47	3	4	9	5	3	3	3	-	-	375	-	2	
Penobscot	545	270	227	367	319	388	.50	3	4	8	4	12	1	12	6	-	4,000	-	4	
Sedgwick	399	244	206	259	214	287	.52	3	2	8	1	10	-	10	8	3	2,750	6,600	6	
Sullivan	283	184	142	227	173	257	.56	10	12	-	6	-	6	4	-	-	4,000	-	2	

Surry.....	450	303	248	301	245	-	.557	59	2	9	-	9	8	-	-	5,000	-	7
Tremont.....	757	398	319	426	331	-	.439	29	4	14	-	13	11	1	3,000	14,300	-	10
Trenton.....	276	162	132	161	134	-	.5010	37	4	8	-	7	6	-	-	2,500	-	5
Verona.....	152	71	58	94	81	-	.468	210	-	4	-	4	3	-	-	1,950	-	2
Waltham.....	139	103	86	67	62	116	.5210	10	-	4	-	4	2	-	-	1,200	-	2
Long Island pl.....	66	38	26	36	24	-	.408	13	-	1	-	1	1	-	-	650	1	1
Swan's Island pl.....	236	103	82	152	131	162	.497	210	3	5	-	5	4	-	-	2,000	-	4
No. 7 pl.....	22	12	10	-	-	-	.16	-	-	2	-	1	-	-	-	290	-	-
No. 21 pl.....	24	18	15	-	-	-	.12	-	-	1	-	1	1	-	-	400	-	-
No. 33 pl.....	49	35	30	-	-	-	.20	-	-	1	-	1	1	-	-	800	-	-
	14,098	8,379	7,025	8,607	7,094	4,363	.5010	210	-	288	15	277	185	9	11,450	190,365	7	136

HANCOCK COUNTY—CONTINUED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.		Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1874.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1873.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	Excess above am't required by law.	Less than the am't required by law.																		
Amherst.....	3	2	-	-	-	\$30 00	\$4 25	2 19	\$280	-	1 17	\$248	\$89	\$501	-	-	-	\$40	-	\$18
Aurora.....	3	-	-	-	-	30 00	3 83	2 30	200	\$30	2 00	145	-	318	-	-	-	20	-	6
Blanchill.....	19	15	-	2	-	35 00	3 52	2 00	1,500	126	2 38	1,037	175	2,453	-	-	-	600	-	67
Brooklin.....	9	3	-	-	-	37 00	3 50	2 75	950	143	2 64	618	30	1,601	-	-	-	100	-	19
Brooksville.....	8	1	-	2	-	40 00	4 64	2 50	1,021	-	1 88	898	-	1,913	-	-	-	-	-	41
Bucksport.....	19	18	-	-	-	50 00	3 75	2 50	2,750	-	2 48	1,924	75	4,749	-	-	-	-	-	111
Castine.....	6	7	-	2	-	100 00	5 00	3 00	1,750	710	3 96	1,113	80	3,160	-	-	-	592	-	20
Cranberry Isles.....	4	2	-	-	-	31 00	3 61	2 50	280	-	1 96	238	-	725	-	-	74	\$212	-	20
Deer Isle.....	24	12	-	10	-	42 00	6 50	3 59	2,700	168	1 92	2,673	90	5,207	-	-	-	-	-	75
Dedham.....	5	4	-	-	-	40 00	3 75	2 00	375	15	2 40	111	-	360	-	-	-	-	-	22
Eastbrook.....	4	-	-	-	-	-	3 25	1 50	200	-	2 38	-	-	-	-	-	-	-	-	-
Eden.....	12	7	-	1	-	40 00	4 40	2 03	1,000	44	2 08	308	104	1,766	\$55	-	-	177	-	45



HANCOCK COUNTY—CONCLUDED.

TOWNS.	No of Female Teachers employed in Summer		No. of Female Teachers employed in Winter		Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board	Average wages of Female Teachers per week, excluding board	Average cost of Teachers' board per week	Amount of school money voted in 1874.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1875.	Amount derived from Local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c	Amount raised to prolong public schools, in money, fuel, board, &c	Amount paid for school supervision.
	Excess above amt't required by law	Less than the amt't required by law.																		
Ellsworth.....	23	13	-	-	-	\$39 00	\$4 00	3 50	\$4,210	-	-	2 10	\$3,344	-	\$7,569	-	\$1,000	\$980	-	\$210
Franklin.....	10	1	-	-	-	42 00	4 50	3 00	834	-	-	1 99	623	\$60	1,400	-	-	33	-	15
Gouldsborough.....	13	5	1	-	-	44 14	3 77	2 75	1,374	-	-	2 11	1,089	-	2,387	25	-	500	-	60
Hancock.....	6	2	-	-	-	40 00	5 00	1 94	780	-	-	2 14	600	-	1,300	-	-	75	-	61
Isle au Haut.....	2	1	-	-	-	30 00	4 00	2 75	170	-	-	1 89	-	-	-	-	-	-	-	-
Lamoine.....	3	1	1	-	-	45 00	4 41	2 25	500	\$10	-	2 13	396	-	775	-	-	-	\$40	18
Mariaville.....	5	1	-	-	-	31 00	3 62	2 00	300	5	-	2 30	215	50	500	-	-	25	-	-
Mt. Desert.....	11	2	-	2	-	52 00	7 00	2 50	734	-	-	1 83	646	83	1,520	-	-	-	102	78
Orland.....	15	11	-	-	-	38 00	4 63	3 00	1,400	39	-	2 42	995	135	-	50	-	160	-	90
Otis.....	3	-	-	-	-	33 50	2 83	2 00	225	20	-	1 80	184	34	412	-	-	50	-	22
Penobscot.....	10	8	-	-	-	39 20	3 95	2 23	1,134	-	-	2 10	930	43	1,551	-	-	250	-	46
Sedgwick.....	10	4	1	-	-	39 16	4 09	2 19	1,000	100	-	2 51	688	54	1,571	25	150	141	25	73
Sullivan.....	6	4	4	-	-	50 00	5 00	2 50	640	-	2	2 20	485	50	1,048	30	-	100	25	25
Surry.....	10	3	1	-	-	40 41	4 39	2 42	970	-	-	2 14	740	-	1,700	-	-	-	-	80
Tremont.....	11	3	1	-	-	41 00	5 40	2 75	1,458	-	-	1 93	1,174	-	2,665	350	-	375	75	78
Trenton.....	7	1	3	-	-	40 00	3 60	2 07	600	58	-	2 17	462	-	937	-	-	70	-	26
Verona.....	3	2	-	-	-	40 00	5 31	2 53	352	70	-	2 31	275	-	570	-	-	102	-	18
Waltham.....	4	-	-	-	-	38 00	3 44	2 00	300	50	-	2 10	236	69	465	-	-	236	-	13
Long Island pl.....	-	-	-	-	-	20 00	-	2 50	115	-	-	1 74	109	96	161	-	-	24	-	-
Swan's Island pl.....	2	-	-	-	-	42 50	3 33	2 65	375	-	13	1 63	378	500	1,002	24	-	170	-	13
No. 7 pl.....	2	-	-	-	-	-	3 50	2 00	80	-	-	3 64	31	-	88	-	-	6	-	-
No. 21 pl.....	1	-	-	-	-	-	2 50	1 50	70	-	-	2 50	40	-	-	-	-	9	-	5
No. 33 pl.....	2	-	-	-	-	-	3 50	2 00	100	-	-	2 04	13	72	115	-	-	10	-	-
	275	133	32	40	35	4 19	2 39		30,647			2 21	22,959	1,389	50,595	859	1,150	4,921	479	1,375

KENNEBEC COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5 1/2 days per week.		Average length of Winter Schools of 5 1/2 days per week.		Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.			W.	S.	W.	S.									
Albion.....	433	282	250	320	280	-	.61	10	11	12	-	13	4	-	-	-	13	4	-	-	-	-	\$3,750	-	6
Augusta.....	2,221	1,170	1,009	1,163	945	-	.44	9	110	24	-	29	26	1	-	-	29	26	1	-	-	60,600	-	7	
Belgrade.....	507	274	219	365	314	387	.53	8	10	18	-	18	10	-	-	-	18	10	-	-	-	4,500	-	12	
Benton.....	419	255	203	232	182	318	.47	10	411	10	1	10	3	-	-	-	10	3	-	-	-	4,500	-	5	
Chelsea.....	285	195	145	165	135	200	.50	8	9	9	8	1	9	3	-	-	9	3	-	-	-	1,600	-	4	
China.....	621	435	350	490	421	498	.62	10	10	3	21	1	21	14	-	-	14	1	-	-	-	6,000	-	11	
Clinton.....	701	387	289	450	356	502	.46	8	310	5	13	-	13	6	-	-	13	6	-	-	-	8,500	1	10	
Farmingdale.....	201	106	89	163	129	-	.54	10	212	3	3	-	3	1	-	-	3	1	-	-	-	2,000	-	3	
Fayette.....	293	135	113	156	139	193	.43	7	110	9	9	-	9	7	-	-	9	7	-	-	-	3,000	-	2	
Gardiner.....	1,372	780	646	725	604	-	.46	10	210	3	8	-	15	13	-	-	15	13	-	-	-	30,000	1	1	
Hallowell.....	924	426	373	435	381	580	.41	17	17	1	-	-	9	7	1	-	9	7	1	-	1,400	13,000	1	1	
Litchfield.....	485	290	265	340	301	-	.59	7	4	3	15	2	15	8	-	-	15	8	-	-	-	2,500	-	13	
Manchester.....	220	123	96	147	110	167	.47	8	3	3	7	1	7	4	-	-	7	4	-	-	-	2,400	1	3	
Monmouth.....	489	275	225	366	330	-	.57	9	11	14	1	14	5	-	-	-	14	5	-	-	-	5,000	-	8	
Mt. Vernon.....	360	221	183	259	217	260	.56	7	17	3	13	-	13	9	-	-	13	9	-	-	-	7,350	-	6	
Pittston.....	793	450	360	375	300	-	.42	8	10	17	-	17	8	1	-	-	17	8	1	-	6,000	12,500	-	3	
Readfield.....	385	176	143	205	159	217	.40	9	410	1	10	-	10	7	-	-	10	7	-	-	-	5,500	-	2	
Rome.....	229	145	110	189	157	-	.59	3	10	8	1	8	8	-	-	-	8	8	-	-	-	1,600	-	8	
Sidney.....	425	262	210	309	251	-	.55	6	4	19	-	19	14	-	-	-	19	14	-	-	-	5,700	-	4	
Vassalborough.....	1,000	540	480	728	640	-	.56	9	3	22	-	21	5	1	-	-	21	5	1	-	3,000	13,000	1	12	
Vienna.....	247	160	125	163	129	-	.52	8	9	10	-	10	5	-	-	-	10	5	-	-	-	1,000	-	3	
Waterville.....	1,107	800	638	876	701	-	.61	15	15	2	4	8	7	-	-	-	7	-	-	-	-	21,000	-	-	
Wayne.....	302	177	148	214	180	240	.54	8	9	10	3	9	5	2	-	-	9	5	2	-	3,650	6,000	-	4	
West Gardiner.....	382	208	162	286	226	290	.56	8	2	9	1	9	9	-	-	-	9	9	-	-	-	3,000	-	8	
West Waterville.....	558	313	258	312	273	-	.48	11	10	8	3	14	-	-	-	-	-	-	-	-	-	-	-	2	5

KENNEBEC COUNTY—CONTINUED.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 1 1/2 days per week.	Average length of Winter Schools of 1 1/2 days per week.	Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
Windsor.....	406	310	273	382	300	-	.71 9	3 10	12	12	2	13	9	-	-	\$8,000	-	10
Winslow.....	503	234	164	243	212	260	.37 9	10	16	16	-	15	11	-	-	2,700	-	7
Winthrop.....	698	381	332	389	318	-	.46 11	11	10	10	2	10	5	-	-	18,000	-	5
Unity pl.....	24	24	17	22	20	-	.75 8	7	1	1	-	1	-	-	-	50	-	1
	16,590	9,545	7,875	10,379	8,710	4,111	.52 9	1 10	1	329	26	363	211	7	15,050	253,750	10	163

KENNEBEC COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1874.	Excess above amt't required by law.	Less than the amt't required by law.	Amount raised per scholar.	Amount drawn from State funds in 1873.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
Albion.....	12	6	-	\$26 00	\$4 00	2 75	\$1,055	-	-	3 46	\$1,369	-	\$1,501	-	-	\$125	-	\$83
Augusta.....	38	24	1	2 107 80	9 80	4 00	16,250	10,004	-	7 31	3,733	-	20,477	660	-	3,700	-	450
Belgrade.....	13	6	1	3 00 00	4 00	2 20	1,600	412	-	3 15	972	-	-	55	28	280	-	98

Benton.....	10	2	-	30 60	3 95	2 12	1,000	56	-	2 39	713	-	1,548	-	-	175	-	35
Chelsea.....	8	4	-	34 00	3 50	2 25	700	60	-	2 50	468	-	1,379	100	-	200	-	35
China.....	17	12	2	26 00	3 00	2 25	1,694	-	-	2 73	1,163	-	2,857	350	-	300	75	100
Clinton.....	12	3	1	33 82	3 96	2 33	1,465	-	-	2 09	1,213	-	3,648	500	-	200	-	60
Farmingdale.....	4	-	-	33 33	4 37	2 78	900	50	-	3 07	373	-	844	-	-	-	-	27
Fayette.....	9	8	-	33 75	3 81	1 88	800	80	-	2 73	502	-	1,009	380	50	123	64	44
Gardiner.....	19	19	-	112 50	5 86	3 45	5,700	-	-	4 16	2,580	-	9,283	-	-	1,679	-	225
Hallowell.....	11	11	1	-	6 00	-	3,500	1,094	-	3 79	1,984	-	4,694	1,200	-	700	-	200
Litchfield.....	14	2	-	31 00	4 00	2 75	1,200	-	-	2 47	-	-	-	5	-	200	-	73
Manchester.....	5	4	-	25 83	3 96	2 13	850	264	-	3 86	396	-	1,150	-	-	150	-	32
Monmouth.....	12	3	-	30 00	4 00	2 50	1,395	-	-	2 85	1,312	-	1,100	-	-	150	-	73
Mt Vernon.....	12	7	-	30 70	3 80	2 05	1,002	-	-	2 78	255	-	1,642	238	-	117	-	66
Pittston.....	18	16	-	39 00	5 25	2 50	1,900	17	-	2 40	1,322	-	2,967	300	-	300	-	75
Readfield.....	7	9	1	34 00	4 91	2 25	1,200	34	-	2 80	669	-	1,877	1,000	1,000	399	-	38
Rome.....	8	-	-	35 00	3 50	1 75	580	-	-	2 53	-	-	1,016	-	-	50	-	-
Sidney.....	12	10	-	23 75	3 83	1 46	1,178	-	-	2 59	562	-	1,740	-	-	-	100	92
Vassalborough.....	20	8	1	28 00	3 50	3 25	2,400	-	-	2 40	1,845	-	4,525	-	-	414	100	130
Vienna.....	10	7	-	31 00	4 25	1 72	592	-	-	2 40	165	245	899	75	-	150	50	40
Waterville.....	10	10	-	-	5 50	3 16	2,500	71	-	2 26	1,847	-	4,847	-	-	-	-	171
Wayne.....	11	6	-	27 00	3 00	2 65	751	-	-	2 48	607	-	1,358	100	-	185	25	75
West Gardiner.....	8	1	-	31 75	3 61	2 05	950	116	-	2 48	626	-	1,328	250	-	100	-	42
West Waterville.....	13	8	-	27 75	4 50	2 65	1,600	300	-	2 72	984	-	3,559	-	-	-	-	75
Windsor.....	11	3	1	26 00	3 00	2 00	1,015	-	-	2 49	539	-	1,005	50	-	175	-	50
Winslow.....	12	4	-	24 00	3 06	2 14	1,150	-	-	2 28	830	-	-	200	-	417	50	55
Winthrop.....	13	7	-	22 50	4 79	2 41	1,800	-	-	2 56	1,163	170	2,454	150	-	-	-	125
Unity pl.....	1	1	-	-	3 62	1 00	100	42	-	4 16	21	-	88	-	-	5	-	1
	350	200	10	35 96	4 28	2 29	56,257			2 96	28,188	415	78,796	5,013	1,078	10,294	474	2,570

APPENDIX.

KNOX COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5½ days per week.			Average length of Winter Schools of 5½ days per week.			Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in summer.	Number of Male Teachers employed in Winter.
								W.	A.	D.	W.	A.	D.									
Appleton .....	512	327	246	341	265	426	.50	10	4	10	2	11	1	11	4	-	-	-	-	\$3,500	-	8
Camden .....	1,625	1,020	900	1,475	1,350	-	.69	13	4	10	-	15	1	16	6	-	-	-	-	-	1	9
Cushing .....	253	156	113	161	127	-	.47	11	4	10	-	6	1	6	4	-	-	\$525	1,775	-	3	
Friendship .....	323	190	147	239	198	-	.53	10	11	-	-	7	2	7	6	-	-	-	2,000	-	4	
Hope .....	272	159	127	195	161	230	.53	10	3	11	4	7	-	7	5	-	-	-	3,000	-	6	
North Haven .....	246	139	112	169	132	209	.50	8	3	8	4	6	-	6	6	-	-	-	2,500	-	4	
Rockland .....	2,410	1,520	1,438	1,497	1,442	1,654	.60	33	12	-	-	1	-	13	10	-	-	-	50,000	2	4	
South Thomaston .....	710	460	362	450	361	513	.51	12	10	-	-	14	-	12	7	-	-	-	7,000	1	7	
St. George .....	917	635	537	490	415	-	.52	9	5	8	-	18	6	16	10	-	-	-	6,500	1	9	
Thomaston .....	925	510	409	570	430	-	.45	15	18	-	-	1	-	12	10	-	-	-	18,000	2	4	
Union .....	592	317	269	384	321	468	.50	9	3	8	5	14	-	14	11	-	-	-	10,050	-	10	
Vinalhaven .....	1,033	417	348	610	476	896	.40	9	1	2	2	12	1	12	1	1	1	4,000	13,000	-	6	
Warren .....	681	346	278	389	312	468	.43	10	4	10	3	19	1	18	14	1	1	600	8,000	-	5	
Washington .....	453	312	241	401	351	-	.65	12	13	-	-	12	2	11	11	1	1	300	4,000	-	4	
Matinicus Isle .....	102	51	42	58	50	-	.46	12	12	-	-	1	-	1	1	-	-	-	500	-	1	
Muscle Ridge pl .....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	11,054	6,559	5,569	7,429	6,390	4,865	.52	11	11	1	144	15	162	104	4	4	5,425	129,825	7	84		

KNOX COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1874.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1873.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	No. of Female Teachers employed in Winter.	Excess above amt't required by law.						Less than the amt't required by law.										
Appleton .....	10	4	1	\$33 00	\$2 75	1 62	\$1,250	\$70	-	2 22	\$362	-	\$1,825	-	-	\$181	-	\$41
Camden .....	24	16	5	40 00	3 50	3 00	3,650	-	-	2 25	2,758	-	6,998	-	-	-	\$600	-
Cushing .....	6	3	-	30 00	5 25	2 25	600	38	-	2 37	405	-	977	-	-	136	56	15
Friendship .....	7	3	-	34 00	4 00	3 00	709	-	-	2 16	539	-	1,084	-	-	83	-	18
Hope .....	7	1	1	32 92	2 97	2 12	725	1	-	2 66	520	-	1,266	\$75	-	606	93	35
North Haven .....	6	2	-	42 50	3 60	2 63	650	-	-	2 64	428	-	1,007	-	-	128	-	25
Rockland .....	25	26	3	72 00	5 50	3 50	7,000	1,344	-	2 91	4,684	\$78	12,868	1,000	-	3,017	-	800
South Thomaston .....	13	7	5	47 45	4 68	3 00	1,354	-	-	1 91	1,161	-	2,276	-	-	751	36	38
St. George .....	19	11	-	37 20	4 24	2 75	1,857	-	-	2 02	3,419	-	3,528	-	\$150	300	-	-
Thomaston .....	12	11	1	66 25	7 00	4 00	4,000	1,600	-	4 33	1,826	-	-	-	-	-	-	-
Union .....	14	5	3	39 00	3 63	1 96	1,362	-	-	2 31	803	-	1,895	350	-	680	100	58
Vinalhaven .....	13	7	5	53 33	5 51	2 61	2,000	600	-	1 94	1,440	-	3,629	300	-	226	-	67
Warren .....	16	13	2	38 00	4 75	2 50	1,580	-	-	2 25	849	200	2,812	-	-	700	-	55
Washington .....	12	8	2	30 00	4 00	2 00	1,021	-	-	2 25	881	-	-	-	-	-	-	62
Matinicus Isle .....	1	-	-	45 00	5 00	2 69	200	-	-	1 96	159	-	370	-	-	29	-	-
Muscle Ridge pl. ....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	185	117	29	42 71	4 42	2 64	27,958			2 41	20,734	278	40,535	2,132	150	6,837	885	1,214

APPENDIX.

LINCOLN COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.		Average length of Summer Schools of 5 1/2 days per week.		Average length of Winter Schools of 5 1/2 days per week.		Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
							w.	p.	w.	p.	w.	p.									
Alna.....	255	167	96	215	174	219	.53	11	4	10	1	6	-	-	6	4	-	-	\$2,200	-	2
Boothbay.....	1,143	442	394	586	510	-	.40	11	2	10	3	17	1	16	5	-	-	-	8,000	-	12
Bremen.....	287	219	188	233	215	272	.70	10	3	7	3	9	2	9	2	-	-	-	1,700	-	5
Bristol.....	1,125	711	540	813	530	-	.47	9	5	11	-	21	-	20	10	1	-	\$2,500	11,700	-	12
Damarisootta.....	408	285	238	280	225	-	.60	9	10	3	6	-	-	7	5	-	-	-	4,800	1	3
Dresden.....	260	123	105	157	119	-	.43	8	2	9	4	9	1	9	7	-	-	-	5,500	-	5
Edgecomb.....	375	136	100	227	188	294	.38	10	10	10	-	7	-	7	5	-	-	-	5,000	-	5
Jefferson.....	653	508	326	507	441	-	.58	10	3	11	17	-	-	16	13	-	-	-	5,800	-	11
Newcastle.....	679	238	180	346	296	420	.35	9	10	4	14	-	-	14	8	-	-	-	5,000	-	3
Nobleborough.....	439	227	194	264	215	371	.46	10	2	10	12	-	-	12	7	-	-	-	5,200	-	10
Somerville.....	168	80	59	92	69	-	.38	8	1	10	1	7	1	5	3	-	-	-	1,500	-	-
Southport.....	251	146	119	165	145	-	.52	8	9	4	5	-	-	5	3	-	-	-	1,000	-	1
Waldoborough.....	1,394	1,008	809	1,103	809	-	.60	11	2	13	31	2	32	14	14	-	-	-	13,400	2	22
Westport.....	241	116	100	136	117	-	.45	8	2	8	2	4	-	4	3	-	-	-	3,500	-	4
Whitefield.....	587	288	224	489	409	497	.54	9	3	10	16	-	-	18	15	-	-	-	5,000	-	12
Wiscasset.....	628	381	241	432	365	473	.48	11	12	-	6	-	-	7	5	1	-	1,400	4,250	1	1
Monhegan Isle.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8,893	5,045	3,913	6,045	4,847	2,546	.49	9	5	10	4	187	7	187	111	2	-	3,900	83,550	4	108

LINCOLN COUNTY—CONCLUDED.

TOWNS.	No of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.		Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1874.	Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1873.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	Excess above amt't required by law.	Less than the amt't required by law.																		
Alna .....	6	4	-	-	-	\$33 50	\$3 75	3 00	\$750	\$13	-	2 94	\$422	-	\$1,953	-	-	\$108	-	\$25
Boothbay .....	16	4	2	2	2	42 00	4 50	3 75	2,560	-	-	2 24	284	-	4,600	\$100	-	450	\$200	104
Bremen .....	9	4	2	2	2	50 00	3 00	-	900	-	-	3 10	540	-	1,100	8	-	81	15	30
Bristol .....	18	3	1	1	1	40 25	5 25	3 25	2,500	-	-	2 22	1,862	-	-	100	-	-	-	75
Damariscotta .....	7	5	-	-	-	38 00	4 75	3 50	1,060	-	-	2 60	444	-	1,536	500	-	250	-	85
Dresden .....	9	4	-	-	-	28 50	3 53	2 33	800	10	-	3 07	260	-	1,260	35	-	115	-	34
Edgecomb .....	5	2	-	-	1	30 00	4 00	3 25	847	-	-	2 24	629	-	-	50	-	1,100	-	30
Jefferson .....	17	4	1	1	1	29 00	4 00	3 00	1,843	-	-	2 86	1,076	-	2,108	-	-	393	-	36
Newcastle .....	10	11	-	-	-	42 00	4 84	2 41	1,383	-	-	2 03	979	-	2,216	675	-	590	-	95
Nobleborough .....	11	2	-	-	-	30 00	3 00	2 50	922	-	-	2 62	726	-	1,865	200	-	100	60	50
Somerville .....	4	5	-	-	-	-	3 45	2 00	400	-	-	2 39	224	-	600	-	-	-	-	18
Southport .....	5	4	-	-	-	35 00	6 00	3 20	550	-	-	2 19	453	-	782	-	-	77	-	32
Waldoborough .....	31	2	2	2	2	34 00	3 65	3 50	3,350	-	-	3 89	2,330	-	5,794	85	\$74	-	-	205
Westport .....	4	4	-	-	-	51 67	4 37	3 00	600	40	-	2 49	437	-	-	-	-	144	-	30
Whitefield .....	17	5	-	-	-	28 00	2 76	2 20	1,400	118	-	2 38	1,510	-	2,554	50	-	200	-	89
Wiscasset .....	9	8	-	-	-	95 00	4 00	3 50	1,600	80	-	2 54	1,050	-	3,851	-	-	-	500	62
Monhegan Isle .....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	178	67	9	9	9	39 86	4 24	2 96	21,465			2 61	13,226		29,319	1,803	74	3,608	765	1,000

APPENDIX.



OXFORD COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance		Average length of Summer Schools of 5 1/2 days per week.		Average length of Winter Schools of 5 1/2 days per week.		Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
	No.	Per cent.						No.	Per cent.	No.	Per cent.	No.	Per cent.									
Albany	250		125	110	187	157	-	52	7	9		10		10	7	-			\$2,500	-	7	
Andover	263		185	124	149	119	-	48	9	2	4	7		4	6	5	-			5,100	-	4
Bethel	764		312	270	462	375	-	43	7	3	11	27		28	23						-	9
Brownfield	460		258	206	256	215	-	46	8	2	9	15		13	9				2,000	-	5	
Buckfield	479		273	205	321	265	349	50	8	10	2	13	3	12	4	1		\$4,500	6,700	2	9	
Byron	69		46	42	64	48	-	65	7	3		6		2	2				300	-	2	
Canton	315		178	148	241	200	260	55	9	9		10		9	5				4,000	-	7	
Denmark	374		225	175	246	201	319	50	9	1	11	11	2	13	6	1		600	4,000	-	9	
Dixfield	323		-	-	-	-	-	-	-	-	-	9	2	9	8					3,250	-	7
Fryeburg	512		250	188	266	204	336	38	12	11		17	1	16	7				8,500	-	9	
Gilead	119		47	36	65	53	76	40	8	9	2	6		6	4	1		500	1,538	-	-	
Grafton	33		17	13	19	18	-	50	8	13		3		1					100	-	-	
Greenwood	363		194	140	249	194	254	46	8	10	1	12		12	9				1,500	-	9	
Hanover	48		13	10	30	26	30	37	10	11		3	1	3	1				300	-	1	
Hartford	320		172	137	219	186	219	50	10	10	1	14	2	14	10				4,600	-	11	
Hebron	211		113	110	146	116	-	53	10	3	10	1	7	1	7				5,000	-	3	
Hiram	481		305	240	339	276	345	53	8	2	10	3	15	1	15	11			3,000	1	9	
Lovell	425		200	160	260	220	340	44	8	11		13	1	13	6				4,500	-	6	
Mason	46		30	22	33	25	43	50	9	3		1		1	1				500	-	1	
Mexico	150		84	57	123	94	136	50	7	2	3	6		6	1				-	-	5	
Newry	134		90	81	109	90	120	64	8	4		6		6	4				2,000	1	1	
Norway	694		408	337	429	354	599	50	9	11		15		17	14				12,000	1	5	
Oxford	562		260	217	312	238	373	41	8	3	9	2	10	2	11	8			9,500	1	6	
Paris	1,041		518	440	714	640	800	52	9	3	11		19		19	14			10,500	1	13	
Peru	333		160	126	225	182	236	46	9	1	11		10		10	8			4,000	-	7	

COMMON SCHOOLS.

Porter.....	411	240	183	288	231	332	.509	4 10	1	13	2	13	5	-	-	1,900	1	8
Roxbury.....	59	43	35	48	39	-	.638	9		6	1	3	2	-	-	500	-	1
Rumford.....	440	240	184	297	250	-	.499	11		13	-	13	8	1	280	3,000	-	8
Stow.....	152	108	88	100	85	-	.578	2 10		8	-	7	2	-	-	2,500	-	3
Stoneham.....	160	75	62	90	67	-	.408	3 10		5	-	5	2	-	-	900	-	3
Sumner.....	390	196	163	312	255	-	.519	3 1		16	1	16	5	-	-	-	-	10
Sweden.....	163	50	41	117	103	123	.44 10	12		7	-	7	7	2	1,300	5,000	-	2
Upton.....	71	44	34	45	38	61	.509	29 3		4	-	3	3	-	-	500	-	1
Waterford.....	483	275	225	273	210	304	.45 10	1 11 2		14	2	13	11	-	-	8,000	-	5
Woodstock.....	369	140	130	279	205	-	.458	1 10		12	1	11	2	-	-	2,075	-	6
Andover N. Surplus.....	11	11	8	7	7	-	.548	8		1	-	1	1	-	-	100	-	-
Franklin pl.....	64	50	34	53	40	-	.577	8 1		3	-	3	1	-	-	500	-	1
Lincoln pl.....	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-
Milton pl.....	96	42	32	41	35	52	.35 14	12		2	2	2	1	-	-	800	-	1
Riley pl.....	8	-	-	6	6	6	- 10	10		1	-	-	-	-	-	14	-	-
	11,626	5,977	4,873	7,420	6,067	5,674	.49 10	11		370	29	354	224	6	7,180	121,169	8	194

OXFORD COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1874.	Not less than 80 cts. for each inhabitant.			Amount raised per scholar.	Amount drawn from State funds in 1873.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
								Excess above amt required by law.	Less than the amt required by law.										
Albany	9	2	-	\$25 57	\$2 63	1 83	\$525	-	\$4	-	2 10	\$422	\$36	\$938	-	-	\$40	-	\$39
Andover	7	3	-	25 00	3 10	2 95	650	-	-	-	2 34	367	21	1,038	-	-	50	-	46
Bethel	30	15	-	30 00	3 95	-	1,826	-	-	-	2 52	1,303	36	3,129	-	-	-	-	95
Brownfield	13	6	-	26 40	3 73	2 00	839	-	-	-	2 07	733	115	1,522	-	-	138	-	20
Buckfield	11	5	-	31 40	2 96	2 04	1,196	-	-	-	2 50	826	126	2,108	-	-	230	\$25	65
Byron	6	4	-	26 00	3 00	2 00	295	-	-	-	3 00	129	27	295	65	-	35	-	10
Canton	11	2	2	32 41	3 33	2 00	800	13	-	-	2 86	441	61	1,567	250	-	209	-	50
Denmark	13	2	-	26 24	3 05	1 79	1,200	345	-	-	3 20	406	-	1,637	-	-	256	-	65
Dixfield	9	2	-	36 25	3 50	2 87	839	-	-	-	2 60	717	-	-	-	-	-	-	42
Fryeburg	15	5	-	28 80	3 55	1 95	1,210	-	-	-	2 36	909	90	-	-	-	-	-	97
Gilead	3	6	-	-	3 60	1 74	263	-	-	-	2 21	175	15	438	-	-	32	15	11
Grafton	1	2	-	-	3 00	1 00	85	-	-	-	3 27	-	-	-	-	-	5	20	-
Greenwood	8	3	-	23 44	3 11	1 90	700	-	23	-	1 93	435	-	950	35	-	400	171	100
Hanover	2	2	-	28 00	-	-	152	-	-	-	3 16	92	12	263	-	-	17	74	15
Hartford	13	2	-	24 50	2 45	1 80	797	-	-	-	2 55	319	24	-	-	-	125	190	55
Hebron	7	4	-	-	-	-	600	-	-	-	2 84	388	-	-	-	-	-	-	31
Hiram	13	5	-	27 33	3 35	1 86	1,500	385	-	-	3 01	833	-	2,249	297	-	100	123	60
Lovell	13	6	-	25 00	4 00	2 00	800	-	-	-	1 88	694	200	1,694	100	-	300	-	65
Mason	1	-	-	32 00	3 50	2 00	100	18	-	-	2 17	73	-	134	14	-	6	-	1
Mexico	5	-	-	25 00	2 25	1 75	458	-	-	-	3 05	304	-	-	-	-	-	-	15
Newry	5	5	-	20 00	3 00	2 00	333	-	\$240	-	2 48	220	42	573	-	-	25	28	12
Norway	18	14	-	50 00	3 60	2 00	2,000	436	-	-	2 88	1,151	-	3,400	250	\$500	200	-	121
Oxford	11	7	2	32 12	3 90	2 42	1,325	20	-	-	2 36	987	-	2,000	-	-	162	-	81
Paris	20	9	2	35 50	4 31	2 25	2,700	552	-	-	2 65	1,673	216	4,930	-	-	-	-	132
Peru	9	3	-	28 57	3 50	1 80	746	-	-	-	2 23	539	34	1,319	2,800	-	-	31	37

Porter.....	10	2	-	26 66	3 40	1 69	880	-	-	2 14	613	187	1,593	150	-	158	-	39
Roxbury .....	4	4	-	17 00	2 50	2 00	150	15	-	2 54	89	140	221	-	-	15	-	10
Rumford .....	13	4	2	39 62	2 70	2 31	1,000	-	-	2 22	803	-	1,965	-	-	325	475	46
Stow .....	7	4	-	27 33	3 80	1 58	400	-	-	2 41	278	-	708	25	-	23	-	15
Stoneham .....	5	1	-	26 00	3 00	2 65	340	-	-	2 13	261	78	578	79	-	75	28	16
Sumner .....	10	6	-	23 60	3 05	1 84	940	-	-	2 46	736	-	1,676	-	-	-	-	47
Sweden .....	4	5	-	26 44	3 33	1 71	450	12	-	2 14	321	120	985	95	-	-	-	30
Upton .....	3	2	-	30 00	3 00	1 50	200	63	-	2 81	76	126	312	4	-	100	-	-
Waterford.....	11	8	-	34 50	3 52	1 97	1,500	471	-	3 75	761	65	2,296	150	-	350	50	75
Woodstock .....	9	1	-	28 00	3 50	2 25	900	17	-	2 44	621	-	1,414	150	-	90	-	35
Andover North Surplus..	1	1	-	-	3 00	3 00	25	-	-	2 19	-	-	-	-	-	-	-	-
Franklin pl .....	3	2	-	17 60	2 25	1 24	143	-	-	1 96	122	-	219	-	-	15	-	-
Lincoln pl .....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Milton pl.....	3	-	-	25 00	3 50	1 75	175	5	-	1 93	150	-	325	36	-	27	25	1
Riley pl.....	1	1	-	-	2 00	2 00	30	-	-	3 75	-	-	40	-	-	-	-	-
	337	155	9	28 28	3 27	1 98	29,132			2 51	1,906	1,771	42,216	4,644	500	3,508	1,255	1,579

PENOBSCOT COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.		Per centage of average attendance.		Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.		Number of parts of districts.		Number of school houses in town.		Number in good condition.		Number of school houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number of Male Teachers employed in Summer.		Number of Male Teachers employed in Winter.	
	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.		
Alton.....	190		91		68		115		95		-		43	7	4	9	4	5		1		4		1		-		-		\$700		-		2		
Argyle.....	100		97		44		85		45		-		45	9				4		-		4		4		-		-		1,500		-		1		
Bangor.....	5,265		3,165		2,538		3,182		2,534		3,700		48	13	21	3	1	4		-		34		4		-		-		120,000		-		5		
Bradford.....	507		270		198		323		242		-		33	10	1	11	3	15		-		14		11		1		\$1,200		6,450		-		5		
Bradley.....	329		198		119		200		156		-		42	9	2	12		3		-		4		2		-		-		500		-		4		
Brewer.....	1,103		553		445		557		454		-		41	9	4	12		7		-		11		10		-		-		15,500		-		4		
Burlington.....	236		155		133		117		97		-		48	11	4	10		6		-		5		4		-		-		2,000		-		3		
Carmel.....	461		244		183		266		217		266		43	8	12		11		-		11		8		2		1,800		7,500		-		4			
Carroll.....	278		168		134		154		116		-		44	11	11		5		2		6		3		-		-		2,000		-		3			
Charleston.....	461		278		220		285		242		-		50	10	2	12		10		-		10		9		-		-		5,000		-		6		
Chester.....	154		112		84		111		80		-		53	9	6	4		6		-		5		-		-		-		500		-		1		
Clifton.....	145		135		92		110		91		138		62	10	10	2		5		-		5		5		-		-		2,200		-		1		
Corinna.....	494		275		222		386		312		450		54	9	10	3	14	3	16		12		12		-		-		7,000		-		9			
Corinth.....	474		258		206		361		288		-		52	9	3	11	3	15		-		2		16		1		300		8,000		-		9		
Dexter.....	903		454		408		490		445		-		48	13	13		11		1		14		6		1		1,000		16,400		-		-		9	
Dixmont.....	460		208		168		295		250		-		45	10	2	10		13		-		2		14		9		-		3,500		-		9		
Eddington.....	245		130		100		159		123		194		46	8	5	9		1		-		7		6		-		-		2,765		-		4		
Edinburg.....	20		16		12		-		-		-		16	-	26		2		-		2		2		1		300		700		-		-		-	
Enfield.....	227		151		118		126		92		185		46	9	8	2		7		-		6		2		-		-		1,200		-		1		
Etna.....	314		195		135		205		168		-		48	9	4	11		8		-		8		6		-		-		2,500		-		5		
Exeter.....	489		267		212		333		277		381		50	9	11	1	13		1		13		8		-		-		-		-		-		10	
Garland.....	420		214		172		250		215		-		46	10	2	10	4	10		3		10		8		1		600		5,550		-		8		
Glenburn.....	270		95		78		237		200		248		51	8	9		7		-		7		7		-		-		3,000		-		2			
Greenbush.....	285		193		145		106		75		243		38	11	10	4		7		-		5		4		-		-		3,200		-		1		
Greenfield.....	230		152		145		50		50		-		42	15	10		5		-		5		5		3		1		200		1,500		-		1	

Hampden	1,017	442	362	640	583	-	.479	12	19	1	18	5	-	-	11,000	-	13
Hermion	561	279	220	364	278	-	.449	4 12	1	14	-	13	6	-	3,000	-	5
Holden	273	160	126	192	143	-	.498	4 10	4	8	-	8	7	-	2,850	-	2
Howland	45	22	12	19	17	23	.337	8	4	4	-	4	1	-	150	-	-
Hudson	264	121	85	180	140	151	.429	2 9	4	7	-	6	3	1	400	3,500	3
Kenduskeag	255	190	147	220	180	-	.64 11	17	2	1	-	4	3	-	3,000	2	2
Kingman	156	94	68	89	61	100	.40 10	11	2	-	2	2	2	-	700	-	1
Lagrange	254	146	103	142	110	198	.41 13	12	3	4	-	4	2	-	2,100	-	3
Lee	378	249	196	240	196	346	.528	3 10	2	9	-	9	2	-	3,000	1	5
Levant	440	162	136	322	247	-	.329	3 11	1	9	4	11	9	-	2,605	-	9
Lincoln	626	355	280	424	330	506	.489	2 11	10	1	9	6	1	400	5,400	-	1
Lowell	161	144	103	26	18	-	.38 10	3 9	8	-	8	2	-	-	800	-	1
Mattawamkeag	144	94	70	52	47	120	.41 10	4 11	3	-	1	1	-	-	1,200	-	1
Maxfield	54	45	36	43	27	51	.59 10	2 9	4	4	-	3	-	-	-	-	1
Milford	292	147	125	160	135	-	.45 11	11	4	4	-	4	4	-	6,000	-	2
Mt. Chase	115	104	57	-	-	-	- 12	4	-	5	-	3	1	-	1,100	-	-
Newburg	323	216	165	252	211	304	.589	4 10	10	1	10	5	-	-	2,500	-	5
Newport	500	296	230	307	252	405	.489	3 10	4	9	2	9	7	-	5,000	-	5
Oldtown	1,288	733	576	886	718	-	.51 15	1 16	8	-	12	6	1	4,000	12,000	1	5
Orono	986	499	409	378	305	-	.36 22	12	4	1	-	11	9	-	14,000	1	3
Orrington	638	320	263	447	370	538	.508	1 10	5	11	-	13	9	-	5,000	-	4
Passadumkeag	99	76	63	45	36	-	.50 11	3 10	4	-	4	4	-	-	-	-	-
Patten	290	141	106	151	112	-	.38 11	13	3	6	-	6	2	-	1,300	-	3
Plymouth	299	189	159	189	150	203	.52 10	10	1	9	1	9	5	-	3,500	-	6
Prentiss	174	113	91	134	107	161	.567	3 12	6	1	4	3	-	-	2,500	-	5
Springfield	267	147	142	150	129	-	.538	10	11	2	9	2	-	-	4,300	-	3
Stetson	317	166	131	193	158	227	.46 10	10	3	7	-	7	7	-	5,000	1	3
Veazie	285	130	90	162	114	174	.37 16	11	3	1	-	3	2	-	-	-	1
Winn	251	124	96	117	91	200	.37 10	10	4	4	2	5	4	-	3,200	-	1
Drew pl	30	24	20	10	9	-	.50 12	9	3	-	2	1	-	-	2,500	-	-
Medway pl	240	126	108	89	75	-	.34 13	12	7	-	4	2	1	1,700	2,500	-	2
Pattagampus pl	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Webster	27	20	18	-	-	20	- 12	3	-	2	-	1	1	-	200	-	-
Woodville	67	-	-	-	-	-	- 8	-	-	5	-	1	-	-	50	-	-
No. 2, Grand Falls	28	29	27	-	-	-	- 11	-	-	1	2	-	-	-	-	-	-
Lakeville	53	29	23	-	15	30	.36 11	3 10	2	1	2	2	1	548	898	1	1
Staceyville	56	43	42	-	-	-	-	-	3	-	2	-	-	-	200	-	-
	25,443	13,919	11,331	15,144	12,228	9,588	.46 10	3 11	418	36	457	266	13	12,448	328,218	11	194

PENOBSCOT COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.		Number of graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount of school money voted in 1874.	Excess above amt required by law.		Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1873.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.	Excess above amt required by law.	Less than the amt required by law.																	
Alton	5	3	\$35 00	\$3 93	2 17	\$419	-	-	2 21	\$353	-	\$33	-	-	5 00	104	-	\$734	-	-	\$104	-	\$25		
Argyle	4	3	30 00	4 00	2 28	500	-	\$4	5 00	104	-	-	-	-	6 72	14,266	-	-	-	-	63	-	20		
Bangor	66	64	156 75	9 40	3 50	36,000	-	-	6 72	14,266	-	-	-	-	2 27	885	86	37,993	-	-	10,652	-	1,330		
Bradford	11	13	33 00	3 85	2 00	1,200	-	20	2 27	885	-	-	-	-	2 25	535	50	2,000	-	-	102	-	103		
Bradley	4	-	45 00	3 94	2 75	743	-	-	2 25	535	-	-	-	-	2 36	1,865	-	1,176	-	-	300	-	32		
Brewer	15	10	49 40	6 30	-	2,600	298	-	2 36	1,865	-	-	-	-	1 86	320	256	4,517	-	-	654	-	195		
Burlington	6	2	28 66	4 12	2 35	441	-	-	1 86	320	-	-	-	-	2 38	661	96	921	-	-	58	-	32		
Carmel	11	8	35 00	4 00	2 50	1,100	22	-	2 38	661	-	-	-	-	2 46	325	72	1,857	-	200	114	-	55		
Carroll	7	3	30 33	3 79	1 81	650	145	-	2 46	325	-	-	-	-	2 18	709	119	963	-	20	60	-	30		
Charleston	10	5	34 00	4 00	2 12	1,000	40	-	2 18	709	-	-	-	-	1 69	268	30	1,828	-	-	-	-	52		
Chester	6	3	26 00	4 28	1 89	260	4	-	1 69	268	-	-	-	-	2 41	238	155	627	-	100	28	-	30		
Clifton	5	3	36 00	3 85	1 50	350	72	-	2 41	238	-	-	-	-	2 50	898	71	503	-	-	-	-	22		
Corinna	13	7	25 33	3 56	2 00	1,229	18	-	2 50	898	-	-	-	-	2 47	846	63	2,213	-	-	-	-	92		
Corinth	13	8	30 00	3 07	2 01	1,170	-	-	2 47	846	-	-	-	-	2 77	1,957	159	1,970	-	-	282	-	90		
Dexter	18	18	-	3 25	2 25	2,500	300	-	2 77	1,957	-	-	-	-	2 40	669	155	5,095	-	-	-	-	127		
Dixmont	12	3	31 00	3 05	2 12	1,100	48	-	2 40	669	-	-	-	-	2 55	405	-	1,800	-	200	222	-	45		
Eddington	6	2	31 75	3 41	2 13	625	3	-	2 55	405	-	-	-	-	3 75	42	40	1,036	-	25	158	-	28		
Edinburg	2	-	-	2 50	2 00	75	25	-	3 75	42	-	-	-	-	2 24	282	36	125	-	-	10	-	2		
Enfield	6	3	30 00	3 88	1 96	500	64	-	2 24	282	-	-	-	-	2 54	350	-	696	-	-	98	-	18		
Etna	8	3	32 00	-	1 42	700	-	-	2 54	350	-	-	-	-	2 45	711	156	1,050	-	-	200	-	25		
Exeter	13	5	30 92	3 54	2 36	1,200	-	-	2 45	711	-	-	-	-	2 50	704	92	2,196	-	-	-	-	48		
Garland	11	3	30 33	3 11	2 08	1,050	19	-	2 50	704	-	-	-	-	2 96	413	180	2,294	-	250	214	-	56		
Glenburn	7	5	37 50	4 50	2 25	800	-	224	2 96	413	-	-	-	-	1 74	485	30	1,043	-	-	80	-	51		
Greenbush	6	2	40 00	4 71	2 86	497	-	-	1 74	485	-	-	-	-	-	-	-	880	-	-	30	-	18		
Greenfield	5	1	50 00	4 50	2 50	525	-	-	2 29	521	-	-	-	-	-	-	-	976	-	-	60	-	12		

Hampden	17	8	2	33 00	4 50 2 60	2,500	32	-	2 40	1,027	684	3,663	400	-	-	-	-	112
Hernon	11	9	-	32 25	3 82 1 80	1,200	-	-	2 14	1,005	-	2,235	272	-	-	-	-	54
Holden	8	6	-	50 00	4 00 2 25	800	200	-	2 74	487	15	-	-	-	145	-	-	28
Howland	2	1	-	-	4 50 1 87	150	-	9	3 33	-	-	204	-	-	17	-	-	2
Hudson	5	4	1	37 00	3 47 2 34	550	-	-	2 08	430	111	1,108	50	-	153	150	-	25
Kenduskeag	2	2	3	70 00	6 82 3 00	620	16	-	2 43	427	52	1,098	-	-	220	-	-	25
Kingman	2	1	-	20 00	6 33 2 81	300	-	-	1 92	131	-	497	-	-	185	-	-	15
Lagrange	5	1	-	34 00	4 20 2 30	500	20	-	1 90	407	-	878	-	-	92	-	-	17
Lee	7	3	-	27 83	4 69 1 96	768	-	-	2 03	619	-	1,387	-	-	163	-	-	56
Levant	9	8	-	37 75	4 00 2 19	1,228	300	-	2 78	738	85	1,865	150	-	181	8	-	45
Lincoln	13	11	-	40 00	5 54 2 54	1,225	-	-	1 95	1,000	193	2,472	-	-	-	-	-	75
Lowell	8	-	-	35 00	3 00 2 00	358	-	-	2 22	289	39	512	-	-	31	-	-	20
Mattawamkeag	3	-	1	60 00	4 74 2 94	300	20	-	2 08	216	48	579	14	-	47	-	-	12
Maxfield	3	-	-	40 00	3 00 1 75	125	72	-	2 31	60	-	270	30	-	30	12	-	6
Milford	5	3	-	38 00	4 00 3 50	670	-	-	2 29	518	180	1,200	-	-	100	-	-	28
Mt Chase	5	-	-	-	3 50 2 00	225	-	-	1 96	192	-	318	-	-	24	-	-	2
Newburg	10	6	-	33 00	3 40 2 00	1,500	608	-	4 63	591	-	1,841	200	50	225	-	-	25
Newport	11	5	-	33 40	4 09 2 25	1,250	-	-	2 50	798	144	2,032	-	-	260	-	-	95
Oldtown	16	12	-	60 00	5 00 3 50	3,260	-	-	2 54	2,226	-	6,431	150	-	615	-	-	150
Orono	11	8	1	50 00	5 00 2 50	2,900	590	-	2 90	3,122	7	5,097	100	-	1,365	-	-	75
Orrington	10	9	1	42 62	6 24 2 68	1,450	48	-	2 32	1,178	69	2,400	300	-	475	-	-	100
Passadumkeag	4	2	-	-	4 02 1 75	300	-	-	3 63	152	60	469	-	-	78	-	-	3
Patten	7	4	-	34 00	4 50 2 06	564	-	-	1 94	487	70	1,287	-	-	100	-	-	40
Plymouth	8	2	-	27 80	2 67 1 79	800	50	-	2 67	502	-	1,197	23	-	171	-	-	25
Prentiss	6	-	-	26 00	5 00 2 87	600	214	-	3 45	-	87	-	120	-	-	-	-	9
Springfield	9	2	-	32 00	4 21 2 50	710	-	-	2 70	-	-	320	-	-	-	-	-	-
Stetson	8	5	1	40 00	3 34 2 19	750	-	-	2 50	437	162	1,322	125	75	168	-	-	37
Veazie	3	2	-	61 50	5 00 3 00	650	2	-	2 28	467	-	860	-	-	75	-	-	20
Winn	4	3	-	50 00	4 74 2 53	571	-	-	2 28	253	50	798	-	-	158	-	-	52
Drew pl	2	1	1	-	4 75 2 25	200	150	-	6 66	25	-	180	-	-	20	-	-	10
Medway pl	6	1	-	32 50	5 00 2 34	600	-	-	2 50	344	-	944	-	-	200	-	-	24
Pattagampus pl	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Webster	2	-	-	-	4 50 2 40	75	17	-	2 77	-	-	172	2	-	-	-	-	5
Woodville	5	-	-	-	3 00 2 50	200	-	-	2 99	-	-	-	-	-	-	-	-	-
No. 2, Grand Falls	1	-	-	-	3 00 2 50	69	-	-	2 45	-	-	81	-	-	-	-	-	-
Lakeville	1	-	-	24 00	4 00 2 2	150	62	-	2 83	48	-	203	-	-	-	-	-	6
Staceyville	-	-	-	-	3 00 2 00	-	-	-	-	124	-	-	-	-	-	-	-	-
	499	296	18	39 03	4 29 2 35	85,352			2 66	47,132	3,937	117,805	3,174	167	18,837	316		3,730



PISCATAQUIS COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.		Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
							W.	d.	W.	d.	W.	d.									
Abbot .....	270	123	106	180	150	225	.48	7	3	9	1	2	2	8	6	1		\$400	\$2,500	-	3
Atkinson .....	335	189	147	240	211	-	.53	7	3	9	1	10	1	10	6	-		3,000	-	1	
Barnard .....	47	35	24	-	-	-	-	11	-	-	-	3	1	2	-	-		100	-	-	
Blanchard .....	69	34	27	43	36	50	.48	12	12	-	-	1	-	1	1	-		800	-	1	
Brownville .....	366	222	169	190	157	272	.44	8	4	9	4	9	-	8	4	-		4,900	-	1	
Dover .....	674	392	301	430	380	-	.51	9	4	10	4	14	2	16	11	-		8,000	-	7	
Foxcroft .....	418	235	190	250	200	-	.46	9	10	10	-	10	-	10	7	-		8,000	-	1	
Guilford .....	254	160	137	162	125	212	.51	7	3	11	8	8	-	8	3	-		2,000	-	4	
Greenville .....	164	85	76	91	73	112	.45	10	12	4	-	4	-	4	1	-		2,000	-	1	
Kingsbury .....	79	49	40	51	42	-	.51	7	9	4	1	4	1	2	-	-		250	-	1	
Medford .....	120	81	73	98	81	110	.64	8	8	2	5	-	-	5	3	1	125	2,000	-	2	
Monson .....	265	110	92	115	90	197	.34	8	4	10	2	9	-	7	3	-		1,300	-	2	
Milo .....	371	172	147	254	197	281	.46	8	3	10	9	9	1	8	3	-		2,300	-	2	
Orneville .....	223	150	125	200	150	-	.62	9	4	10	3	7	2	6	2	1	400	1,000	-	2	
Parkman .....	401	-	-	-	-	-	-	-	-	-	-	15	1	15	7	-		2,500	-	4	
Sangerville .....	383	229	198	304	254	-	.60	9	2	10	-	9	3	9	8	-		3,800	-	5	
Sebec .....	370	203	161	241	203	290	.49	9	12	9	-	9	-	9	9	-		4,600	1	3	
Shirley .....	89	52	36	79	57	-	.51	7	4	13	3	3	-	3	2	1	700	1,100	-	2	
Wellington .....	256	144	100	210	170	-	.54	9	10	10	9	9	1	8	1	-		2,000	-	4	
Williamsburg .....	77	16	14	51	37	56	.34	8	12	3	3	3	-	3	-	-		200	-	1	
	5,231	2,641	2,163	3,289	2,613	1,805	.49	8	4	10	3	149	15	142	77	4	1,625	52,350	1	47	

PISCATAQUIS COUNTY—CONCLUDED.

3

TOWNS.

	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1874.	Not less than 80 cts. for each inhabitant.			Amount drawn from State funds in 1873.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
								Excess above am't required by law.	Less than the am't required by law.	Amount raised per scholar.								
Abbot.....	6	5	-	\$21 00	\$4 40	1 80	\$700	-	-	2 65	\$563	\$59	\$1,400	-	\$150	-	\$43	
Atkinson.....	9	9	-	25 00	3 66	1 85	650	-	-	1 93	575	105	-	-	95	-	25	
Barnard.....	3	-	-	-	2 00	1 50	105	-	-	2 23	90	-	113	\$100	8	-	1	
Blanchard.....	1	-	-	35 00	4 00	2 25	132	-	-	1 90	127	36	257	-	59	-	9	
Brownville.....	10	6	-	65 00	3 72	2 10	900	\$208	-	2 46	573	30	1,418	-	124	-	60	
Dover.....	16	9	1	40 00	3 80	2 12	1,600	-	-	2 67	1,010	78	-	-	-	-	64	
Foxcroft.....	10	10	-	50 00	4 00	2 50	1,150	-	-	2 75	145	-	1,792	-	-	-	53	
Guilford.....	8	3	2	25 00	3 88	1 88	655	-	-	2 58	485	-	-	125	150	-	41	
Greenville.....	5	1	-	40 00	3 46	2 25	300	5	-	1 83	258	50	608	28	91	-	8	
Kingsbury.....	3	1	-	26 00	4 00	2 00	200	-	-	2 53	103	-	222	-	-	-	-	
Medford.....	5	2	-	25 00	3 50	1 95	300	60	-	2 50	196	-	425	-	-	-	12	
Monson.....	7	6	-	30 00	3 12	2 50	500	-	-	1 90	493	-	1,132	-	-	-	30	
Milo.....	6	7	-	44 00	3 42	2 00	1,000	250	-	2 70	614	79	1,546	-	100	-	32	
Orneville.....	8	4	-	25 00	4 00	3 00	460	-	-	2 60	-	-	-	-	-	-	14	
Parkman.....	15	10	-	-	-	-	884	-	-	2 20	-	-	-	-	-	-	67	
Sangerville.....	8	4	-	38 00	4 75	2 25	912	-	-	2 37	713	52	1,935	-	89	-	48	
Sebec.....	8	7	-	33 00	3 50	2 50	1,000	100	-	2 75	614	100	1,500	40	235	-	40	
Shirley.....	3	1	-	22 50	2 75	1 90	164	-	-	1 84	118	150	432	-	74	-	3	
Wellington.....	7	4	1	20 00	3 50	2 00	545	-	-	2 12	413	-	1,100	-	50	\$50	36	
Williamsburg.....	1	1	-	26 00	4 50	2 50	200	50	-	2 60	141	-	296	10	22	-	8	
	139	96	4	32 60	3 68	2 15	12,357	-	-	2 35	6,291	739	15,176	303	1,257	50	594	

APPENDIX.

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SAGADAHOC COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer School.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts to town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
								W.	D.	W.	D.									
Arrowsic .....	61	39	27	58	43	-	.57	7	3	13	2	-	-	2	2	-	-	\$800	-	-
Bath .....	2,830	1,698	1,610	1,698	1,610	1,784	.57	15	25	1	1	-	-	14	13	-	-	72,000	-	4
Bowdoinham .....	577	317	266	425	365	-	.55	9	4	9	2	16	-	16	10	-	-	8,000	2	12
Bowdoin .....	484	273	228	337	284	-	.53	10	1	10	3	17	1	17	10	-	\$600	5,000	-	12
Georgetown .....	413	242	190	201	156	299	.42	9	4	9	10	-	-	8	6	-	-	-	-	5
Perkins .....	18	-	-	16	14	16	.70	-	-	11	1	-	-	1	1	-	-	500	-	1
Phipsburg .....	512	295	235	345	314	-	.53	9	4	11	14	-	-	14	6	-	-	1,800	-	8
Richmond .....	802	449	361	504	419	566	.48	9	9	3	11	-	-	14	8	-	-	7,500	1	8
Topsham .....	453	200	179	253	219	216	.44	9	2	11	5	-	-	10	9	1	700	11,700	1	7
West Bath .....	115	-	37	-	68	-	.47	8	13	-	4	-	-	4	3	-	-	1,000	-	3
Woolwich .....	353	188	157	225	189	268	.48	8	9	-	8	-	-	7	6	-	-	4,200	-	5
	6,618	3,701	3,340	4,292	3,671	3,149	.52	9	5	12	2	85	2	107	74	2	1,300	109,700	8	66

SAGADAHOC COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week	Amount of school money voted in 1874.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1873.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	Excess above amt. required by law.	Less than the amt. required by law.																
Arrowsic.....	2	2	-	-	\$4 31	-	\$200	-	-	3 28	\$27	-	\$278	\$12	-	\$36	-	\$6
Bath.....	33	32	2	\$87 50	8 40	4 00	17,500	\$9,400	-	6 18	5,418	-	23,634	1,000	\$450	-	-	800
Bowdoinham.....	12	4	-	26 40	4 23	2 38	1,600	154	-	2 77	937	-	2,326	100	-	161	\$210	117
Bowdoin.....	17	5	1	28 00	2 95	2 27	1,080	-	-	2 78	868	-	1,948	-	-	-	-	46
Georgetown.....	9	2	1	34 00	3 69	3 75	925	7	-	2 24	676	-	1,388	30	-	119	40	30
Perkins.....	-	-	-	35 00	-	-	100	52	-	5 65	27	-	100	-	-	16	-	-
Phipsburg.....	13	5	1	33 00	3 75	3 00	1,200	154	-	2 15	900	-	1,876	25	-	235	100	72
Richmond.....	15	7	1	41 22	4 28	2 34	2,500	346	-	3 22	1,345	-	5,018	115	40	477	-	125
Topsham.....	10	6	2	36 00	3 50	3 50	2,300	1,099	-	4 85	750	\$40	3,075	475	275	773	178	115
West Bath.....	3	1	-	33 00	5 00	3 50	400	100	-	3 47	344	-	715	-	-	-	-	12
Woolwich.....	6	2	3	47 00	4 80	2 80	940	5	-	2 66	640	-	1,566	-	-	-	10	56
	120	65	11	40 11	4 49	3 06	28,845	-	-	3 56	10,932	40	41,924	1,757	765	1,817	538	1,379

APPENDIX.

SOMERSET COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.		Per centage of average attendance.		Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.		Number of parts of districts.		Number of school houses in town.		Number in good condition.		Number of school houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number of Male Teachers employed in Summer.		Number of Male Teachers employed in Winter.	
	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.		
Anson	605	357	291	478	367	48	.547	3	10	18	1	20	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	8	
Athens	564	398	325	396	327	-	.588	3	10	14	1	14	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	6	
Bingham	306	121	99	190	149	235	.408	9	3	11	-	7	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3	
Brighton	251	168	141	180	162	-	.606	3	7	9	-	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3	
Cambridge	166	123	89	134	100	-	.5711	11	-	11	4	1	5	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	4	
Canaan	542	275	223	359	292	355	.478	11	-	12	1	12	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	6	
Concord	175	140	96	42	36	182	.384	3	3	8	-	9	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2	
Cornville	268	143	114	181	143	195	.487	3	10	11	2	11	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	5	
Detroit	253	101	90	162	150	162	.4710	9	-	6	-	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	
Embsden	286	125	102	193	156	250	.456	3	3	14	1	13	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3	
Fairfield	1,059	655	548	735	618	-	.5510	10	3	16	2	18	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	9
Harmony	340	177	150	245	200	260	.5210	3	11	11	-	11	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	4
Hartland	401	191	157	387	241	-	.498	2	11	4	10	4	11	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	4
Lexington	142	79	68	105	71	131	.495	3	8	7	2	7	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3
Madison	456	211	167	362	287	-	.508	4	10	18	2	17	13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	5
Mayfield	36	-	-	33	28	33	-	3	10	2	2	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Mercer	315	163	112	214	153	200	.428	3	10	11	-	11	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	8
Moscow	220	81	63	139	105	166	.398	10	4	9	-	7	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3
New Portland	530	331	289	423	349	460	.609	11	2	16	2	16	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	10
Norridgewock	523	164	134	208	175	277	.308	2	5	16	6	16	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Palmyra	480	209	175	313	246	-	.337	3	10	13	2	15	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	7
Pittsfield	714	390	282	378	317	496	.4110	2	10	3	11	4	10	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	5
Ripley	204	121	91	136	93	-	.459	4	11	5	-	5	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3
St. Albans	564	223	178	342	275	342	.4010	1	13	4	16	-	15	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	6
Solon	383	230	181	232	186	333	.489	4	9	4	13	-	14	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	5

Skowhegan .....	1,400	809	778	974	916	-	.60	9	1	10	2	16	3	28	19	-	-	40,000	1	6
Smithfield .....	229	168	131	224	193	264	-	9	9	3	7	-	7	4	-	-	-	1,700	-	9
Starks .....	368	179	158	238	198	245	.48	6	4	1	14	2	12	5	-	-	-	2,700	-	6
Dead River pl. ....	35	35	30	35	32	35	-	8	8	-	2	-	1	1	-	-	-	200	-	-
Dennis Town pl. ....	25	17	15	-	-	-	-	12	-	-	1	-	1	1	-	-	-	50	-	-
Moose River pl. ....	45	44	29	26	23	44	.50	12	10	-	1	1	1	1	1	1	1,000	1,000	-	1
West Forks pl. ....	33	27	27	-	-	27	-	8	-	-	2	3	1	1	-	-	-	200	-	-
The Forks .....	56	46	40	48	40	-	.70	12	12	-	4	-	1	1	1	1	200	200	-	-
Carratunk .....	63	51	47	50	45	-	.70	5	2	4	4	-	3	2	-	-	-	500	-	1
No 1, R. 2, W. K. R. .	43	43	42	-	-	43	-	13	-	-	3	1	3	3	-	-	-	500	-	-
Jackmantown pl. ....	40	18	18	12	9	-	.30	12	10	-	1	-	1	1	-	-	-	85	-	-
Highland pl. ....	39	38	27	7	5	-	.40	20	5	-	3	1	3	-	-	-	-	500	-	-
Carrying Place pl. ....	18	5	4	10	10	15	.40	5	15	-	2	-	1	-	-	-	-	50	-	-
	11,977	6,656	5,531	8,191	6,696	5,231	.48	9	5	9	4	341	42	345	182	13	13,980	129,540	2	137

SOMERSET COUNTY—CONTINUED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1874.	Not less than 80 cts. for each inhabitant.			Amount raised per scholar.	Amount drawn from State funds in 1873.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c	Amount paid for school supervision.
								Excess above amt required by law.	Less than the amt required by law	Amount raised per scholar.									
Anson .....	15	9	-	\$31 00	\$3 57	2 00	\$1,400	-	-	2 41	\$837	\$144	\$2,381	-	-	\$200	\$150	\$40	
Athens .....	14	5	-	25 50	4 00	1 75	1,232	-	-	2 13	780	66	1,883	\$450	-	157	-	72	
Bingham .....	7	8	-	27 10	3 84	1 86	661	-	-	2 16	529	60	1,111	72	-	120	28	26	
Brighton .....	8	6	-	27 00	3 75	1 85	610	-	-	2 15	443	-	673	-	-	-	-	-	
Cambridge .....	4	-	-	28 00	3 56	2 00	398	-	-	2 36	394	-	625	115	-	20	-	15	
Canaan .....	12	7	1	30 00	4 28	1 92	1,178	-	-	2 17	883	42	2,163	150	-	342	-	67	
Concord .....	9	2	-	22 50	3 34	1 08	360	-	-	2 09	301	-	661	-	-	-	-	15	
Cornville .....	11	6	-	30 80	3 48	1 53	767	-	-	2 86	483	128	1,335	35	-	120	-	85	

SOMERSET COUNTY—CONCLUDED.

TOWNS.	No of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1874.	Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1873.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	Excess above amt required by law.	Less than the amt required by law																
Detroit	7	5	-	\$22 00	\$4 50	2 00	\$552	-	-	2 18	\$385	\$50	\$1,070	-	-	\$335	-	\$43
Embden	8	12	-	31 00	3 41	1 50	640	-	-	2 23	465	-	1,105	\$40	-	115	\$20	13
Fairfield	24	12	3	27 00	4 00	2 75	2,500	\$100	-	2 36	1,808	-	3,615	250	-	275	-	135
Harmony	9	7	-	33 00	3 50	1 75	782	-	-	2 30	550	100	1,432	100	-	200	50	60
Hartland	9	7	-	21 00	3 45	2 00	900	-	3	2 25	669	-	1,362	500	-	200	-	75
Lexington	5	4	-	26 00	3 17	1 50	320	20	-	2 25	199	-	470	-	-	32	-	12
Madison	10	11	2	27 40	4 40	1 72	1,126	-	-	3 83	320	100	1,733	100	-	200	25	53
Mayfield	-	1	-	16 00	2 50	-	75	3	-	2 08	-	-	65	-	-	-	-	-
Mercer	8	1	1	23 67	3 20	2 00	680	-	-	2 16	527	-	1,207	-	-	-	-	20
Moscow	5	3	-	26 00	3 75	1 70	425	-	-	1 93	373	31	829	25	-	140	-	15
New Portland	14	7	-	31 00	3 50	2 00	1,164	-	-	2 20	909	45	2,203	100	-	250	41	50
Norridgewock	11	12	-	-	4 24	1 36	1,410	-	-	2 69	898	-	2,309	-	-	-	-	103
Palmyra	15	7	1	30 50	-	1 66	1,058	-	-	2 04	795	-	-	150	\$200	-	-	73
Pittsfield	12	9	-	32 80	5 14	2 08	1,460	-	9	2 05	1,209	-	2,419	1,300	-	313	-	82
Ripley	5	2	-	26 33	5 53	1 46	467	-	-	2 29	348	32	-	-	-	-	-	23
St. Albans	11	9	-	27 38	3 59	1 88	1,340	-	-	2 37	110	71	2,421	80	-	121	-	68
Solon	11	6	1	30 80	4 27	1 76	941	-	-	2 45	693	100	2,010	150	-	183	-	60
Skowhegan	24	19	4	36 00	3 65	2 50	3,200	560	-	2 79	2,342	600	-	-	-	-	-	156
Smithfield	6	-	-	24 75	2 75	2 15	565	-	-	2 57	423	-	1,054	40	-	172	34	28
Starks	10	8	-	26 00	3 37	1 61	867	-	-	2 35	642	-	1,359	175	-	346	85	61
Dead River pl.	2	2	-	-	3 00	2 00	100	20	-	2 85	-	-	112	-	-	8	-	-
Dennis Town pl.	1	-	-	-	4 00	1 50	-	-	-	-	19	-	66	-	-	-	-	-
Moose River pl.	1	-	-	-	4 88	2 00	-	-	-	-	109	-	-	-	-	-	-	-
West Forks pl.	1	-	-	-	5 00	2 00	-	-	-	-	106	-	100	-	-	5	-	-
The Forks	3	3	-	-	3 50	-	-	-	-	-	-	-	-	-	-	-	-	-

Carratunk .....	5	4	2	26 00	2 75	2 00	-	-	-	-	125	-	164	-	-	-	178	-
No. 1, R. 2, W. K. R. ....	3	-	-	-	3 25	1 50	96	-	-	2 23	77	-	171	-	-	20	-	-
Jackmantown pl. ....	1	1	-	-	4 17	2 00	40	-	-	-	74	-	151	-	-	-	-	-
Highland pl. ....	2	1	-	-	3 25	1 57	118	-	-	2 26	55	-	158	-	5	11	-	4
Carrying Place pl. ....	2	2	-	-	2 37	2 00	-	-	-	-	85	-	92	-	-	-	-	-
	306	198	15	27 33	3 73	1 83	27,374	-	-	2 36	18,852	1,724	38,506	3,832	200	3,889	622	1,456

WALDO COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5 1/2 days per week.		Average length of Winter Schools of 5 1/2 days per week.		Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
								w.	d.	w.	d.									
Belfast .....	1,651	1,091	896	948	190	1,138	.51 9	3	11	1	15	-	-	18	13	-	-	\$10,000	1	8
Belmont .....	208	135	100	165	150	-	.60 11	10	10	-	5	-	-	5	4	-	-	1,400	-	3
Brooks .....	286	149	128	219	181	-	.54 10	10	10	-	7	-	-	7	3	-	-	2,500	-	7
Burnham .....	409	152	136	266	204	-	.41 9	2	9	1	9	1	10	7	7	-	-	2,475	-	3
Frankfort .....	420	225	200	350	298	-	.59 6	10	10	-	6	3	7	7	1	-	\$500	3,000	-	7
Freedom .....	237	150	110	230	180	-	.61 10	10	10	-	7	2	9	-	-	-	-	2,000	-	8
Islesborough .....	460	225	175	350	275	400	.49 12	3	12	8	8	8	4	4	-	-	-	2,575	-	8
Jackson .....	240	160	125	194	154	215	.58 8	3	13	9	9	1	9	5	5	-	-	4,000	-	1
Knox .....	355	218	160	270	216	-	.52 7	10	4	9	2	9	8	8	-	-	-	2,000	-	9
Liberty .....	345	290	275	325	300	-	.8	4	12	9	4	9	5	5	-	-	-	3,000	-	3
Lincolntonville .....	773	547	434	625	538	691	.62 10	4	11	3	17	-	17	8	-	-	-	6,000	-	14
Monroe .....	469	225	170	320	240	390	.43 10	13	13	13	2	13	9	9	-	-	-	5,000	-	5
Montville .....	490	243	190	343	283	400	.48 9	1	10	2	15	3	15	7	-	-	-	4,500	-	10
Morrill .....	185	115	93	150	135	161	.60 10	11	11	5	-	-	5	3	-	-	-	2,100	-	4



WALDO COUNTY—CONTINUED.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Average number attending Summer Schools.	Number registered in Summer Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance		Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
	W.	S.					W.	S.	W.	S.											
Northport .....	315	150	110	225	173	-	.45	9	9	2	9	9	7	-	-	-	-	\$2,700	-	6	
Palermo.....	402	215	200	293	270	350	.58	3	10	-	14	2	14	8	-	-	-	3,500	-	10	
Prospect.....	291	119	92	195	143	213	.40	9	11	-	6	4	6	4	1	-	\$1,700	5,000	-	6	
Searsmont.....	566	-	-	-	-	-	-	-	-	-	12	2	12	5	-	-	-	6,000	-	7	
Searsport.....	747	415	315	441	372	-	.46	10	21	1	11	1	11	5	-	-	-	18,500	1	8	
Stockton.....	665	354	281	478	390	-	.65	7	3	10	2	9	-	9	7	-	-	6,000	-	9	
Swanville.....	290	139	108	215	176	224	.49	9	3	12	-	5	1	4	4	-	-	1,200	-	3	
Thorndike.....	243	116	92	167	150	-	.50	10	10	-	10	-	9	6	-	-	-	2,500	-	10	
Troy.....	440	226	199	318	265	358	.55	9	11	-	11	2	11	7	-	-	-	4,800	-	10	
Unity.....	380	239	186	300	253	-	.58	9	10	-	12	-	11	5	-	-	-	3,500	-	6	
Waldo.....	266	171	139	174	146	-	.52	11	4	9	2	7	-	7	4	-	-	1,800	-	6	
Winterport.....	1,135	640	526	731	608	-	50	7	3	8	-	16	1	16	14	-	-	6,000	-	6	
	12,268	6,719	5,439	8,292	6,912	4,541	.53	9	5	11	1	256	31	260	159	2	2,200	112,050	3	176	

WALDO COUNTY—CONTINUED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter	Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1874.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1873.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	Excess above amt't required by law.	Less than the amt't required by law.																	
Belfast	22	14	-	-	\$37 28	\$4 98	2 78	\$1,400	\$178	-	2 66	\$3,141	-	\$8,073	-	-	\$2,364	\$1,054	\$200
Belmont	5	2	-	-	32 00	2 50	2 00	502	-	-	2 40	363	-	-	-	351	-	-	11
Brooks	6	-	-	-	30 00	3 00	2 00	800	4	-	2 45	407	-	1,107	\$50	159	-	-	40
Burnham	7	2	-	-	31 11	3 43	2 68	900	78	-	2 22	679	-	1,445	-	138	-	-	30
Frankfort	9	6	-	1	30 00	4 00	3 00	1,200	240	-	2 80	703	-	1,703	-	190	-	-	71
Freedom	8	1	-	-	35 00	3 00	2 00	575	-	-	2 43	363	-	-	-	-	-	-	30
Islesborough	2	-	-	-	40 00	2 75	2 50	1,017	-	-	2 21	786	-	2,027	-	185	-	-	14
Jackson	8	8	-	-	28 00	2 75	2 25	707	141	-	3 00	390	-	100	-	-	-	-	32
Knox	9	-	-	-	30 00	2 80	1 50	812	184	-	2 40	587	-	1,233	170	142	-	-	36
Liberty	9	6	-	-	25 00	3 00	1 75	750	-	-	2 25	569	-	1,200	-	150	-	-	40
Lincolntown	17	3	-	-	28 00	3 00	2 37	1,575	-	-	2 00	744	-	2,579	-	148	-	-	35
Monroe	13	3	-	-	30 00	2 75	2 50	1,200	-	-	2 05	575	-	1,400	250	275	-	-	47
Montville	14	5	-	1	28 50	2 86	1 72	1,182	-	-	2 41	836	-	2,000	350	224	102	-	37
Morrill	5	1	-	-	32 00	3 00	2 25	418	-	-	2 26	301	-	650	150	95	-	-	20
Northport	6	3	-	-	32 00	3 00	2 25	722	-	-	2 29	426	-	1,139	50	225	-	-	34
Palermo	13	4	-	-	24 00	2 50	2 00	979	-	-	2 37	723	-	1,624	75	-	-	-	20
Prospect	4	-	-	-	36 40	2 56	2 91	709	-	-	3 71	203	302	1,214	-	-	-	-	30
Searsmont	-	-	-	-	-	-	-	1,136	-	-	2 00	996	-	2,013	175	600	25	-	30
Searsport	13	6	1	40	87	3 78	2 84	2,000	168	-	2 67	1,293	97	3,301	1,000	520	30	175	
Stockton	11	-	-	1	40 00	3 50	3 25	1,600	-	\$72	2 40	1,047	-	2,471	-	-	-	-	86
Swanville	5	2	1	33	00	2 75	3 00	616	-	-	2 12	487	-	1,112	150	6	-	-	22
Thorndike	10	-	-	30	00	4 00	2 50	730	146	-	3 00	352	-	1,112	-	100	-	-	25
Troy	11	4	-	-	28 12	2 84	1 68	1,150	150	-	2 67	940	-	1,757	-	250	-	-	42
Unity	11	7	-	-	32 40	3 60	1 64	1,500	540	-	3 95	598	-	-	-	260	-	-	31

WALDO COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter	Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1874.	Excess above amt't required by law.	Less than the amt't required by law.	Amount raised per scholar.	Amount drawn from State funds in 1873.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	246	100	10	32 85	3 15 2 29	30,698												
Waldo.....	7	2	-	\$37 28	\$2 80 1 12	\$518	-	-	1 95	\$460	-	-	\$962	\$20	-	-	-	-
Winterport .....	15	12	5	40 25	3 75 2 75	3,000	\$800	-	2 64	1,796	-	-	3,260	-	-	-	\$25 25	\$22 95
	246	100	10	32 85	3 15 2 29	30,698			2 51	19,680	429	43,512	2,440	6,438	1,261	1,255		

WASHINGTON COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5 1/2 days per week.	Average length of Winter Schools of 5 1/2 days per week.	Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
	445	309	266	307	250	-	.52	10	2 10	12	1	12	7	-	-	\$6,435	1	4
Addison.....	445	309	266	307	250	-	.52	10	2 10	12	1	12	7	-	-	\$6,435	1	4
Alexander.....	217	130	99	101	84	-	.40	12	13	5	2	5	3	-	-	1,700	-	2
Baileyville.....	177	160	150	150	140	170	.80	16	16	6	1	4	2	-	-	1,000	-	-
Baring.....	128	66	52	105	86	-	.52	8	19	1	1	2	2	-	-	5,000	1	1

Beddington	60	62	53	23	23	-	.63	6	1	12	2	1	1	2	2	-	-	1,100	-	-
Calais	2,631	1,571	1,262	1,683	1,279	1,807	.48	11	3	12	5	1	-	13	7	-	-	18,000	3	4
Centerville	53	40	33	-	-	40	-	18	-	-	-	1	-	1	1	-	-	1,000	1	-
Charlotte	182	101	89	72	65	142	.46	17	3	10	2	5	-	5	3	-	-	1,750	-	1
Cherryfield	737	421	380	414	360	500	.56	10	4	10	4	8	-	10	8	-	-	8,000	1	1
Columbia	262	178	155	204	175	-	.60	10	1	10	1	7	-	7	4	-	-	800	1	2
Columbia Falls	236	117	104	138	121	-	.48	7	2	17	1	3	1	4	2	1	2,000	3,900	1	1
Cooper	162	68	55	120	95	-	.46	7	2	10	3	5	-	5	2	1	785	2,577	-	4
Crawford	89	65	52	70	55	-	.60	7	9	-	-	2	-	2	2	-	-	1,500	-	2
Cutler	363	245	182	298	176	-	.49	9	9	-	-	9	-	8	2	1	150	2,400	-	5
Danforth	183	108	86	124	101	-	.50	13	2	8	2	4	-	2	-	-	-	460	-	2
Deblois	63	53	43	-	-	53	-	20	-	-	-	1	-	1	-	-	-	-	-	-
Dennysville	252	148	127	152	133	176	.51	13	21	-	-	1	-	2	1	-	-	3,050	1	2
East Machias	832	443	357	345	271	-	.38	11	4	11	4	8	-	9	6	-	-	-	-	5
Eastport	1,656	657	458	580	406	-	.26	20	20	-	-	2	-	6	6	-	-	12,000	3	4
Eaton	86	70	61	-	-	-	-	12	-	-	-	3	-	2	-	1	150	800	-	-
Edmunds	176	132	110	69	49	-	.45	11	3	16	-	6	-	5	5	-	-	795	1	1
Harrington	498	330	226	222	167	390	.40	10	10	4	9	3	9	3	1	1,000	8,000	-	5	
Jonesborough	208	142	128	-	-	142	-	16	-	-	-	5	4	5	4	-	-	2,800	-	-
Jonesport	638	383	324	310	258	-	.45	11	10	3	15	-	9	4	1	1,000	7,000	-	1	
Lubec	850	532	380	630	455	-	.48	11	2	13	14	-	14	11	-	-	-	5,500	1	9
Machias	1,052	570	476	557	492	-	.47	10	11	-	1	2	8	8	-	-	-	25,600	2	4
Machiasport	677	418	353	321	250	412	.44	11	10	-	10	-	8	6	1	200	5,000	-	10	
Marion	84	55	42	51	38	58	.49	11	2	9	-	4	-	3	3	-	-	500	-	1
Marshfield	161	94	75	123	97	-	.52	9	7	-	2	-	2	2	-	-	-	1,000	-	2
Meddybemps	85	37	36	56	43	56	.48	6	11	-	2	1	2	-	-	-	-	300	-	1
Mitbridge	656	438	376	382	368	-	.56	9	1	10	3	9	3	8	4	-	-	8,500	-	4
Northfield	100	97	77	-	-	97	-	13	-	-	-	4	-	3	1	1	350	550	-	-
Pembroke	1,120	665	552	458	400	767	.42	19	15	2	1	-	13	13	2	4,250	17,500	1	1	
Perry	478	275	203	282	227	-	.45	11	2	12	11	-	11	4	-	-	-	-	1	5
Princeton	441	257	195	269	228	-	.47	15	3	10	4	-	5	4	1	2,300	5,800	1	3	
Robbinston	438	199	145	255	210	255	.40	9	4	15	3	6	-	6	6	-	-	4,000	-	2
Steuben	426	265	210	259	242	259	.53	8	4	8	4	11	2	11	3	-	-	2,800	1	5
Topsfield	220	133	91	81	79	133	.39	10	3	8	4	-	4	3	-	-	-	1,200	1	2
Trescott	246	134	97	117	87	237	.37	7	2	9	-	9	-	9	6	-	-	1,600	1	3
Vanceboro'	142	90	59	87	58	-	.40	12	12	-	2	-	1	1	1	-	-	1,500	-	1
Wesley	151	106	100	124	111	-	.62	8	3	10	4	-	-	4	4	-	-	4,500	2	4
Whiting	267	118	97	84	68	-	.31	10	2	11	6	-	-	5	1	-	-	1,200	1	1

APPENDIX.

WASHINGTON COUNTY—CONTINUED.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5 ½ days per week.		Average length of Winter Schools of 5 ½ days per week.		Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
								w.	d.	w.	d.									
Whitneyville.....	239	138	110	150	119	-	.49	18	12	1	1	1	-	1	1	-	\$2,500	-	1	
Codyville pl.....	27	27	15	-	-	-	-	16	-	1	-	1	-	1	-	-	625	-	-	
Jackson Brook pl.....	125	92	65	57	35	98	.37	12	12	2	2	2	1	2	1	-	2,700	-	1	
Talmdage pl.....	40	34	30	-	-	-	-	12	-	3	-	2	2	2	1	\$600	1,000	-	-	
Waite pl.....	44	22	12	20	16	32	.32	10	12	1	1	1	1	1	-	-	1,000	-	1	
No. 7, Range 2.....	72	45	35	25	20	60	.40	16	8	4	2	2	1	2	-	-	-	-	1	
No. 14.....	59	48	39	-	-	-	-	8	2	3	-	3	1	1	-	-	-	350	1	1
No. 18.....	16	12	10	-	-	-	-	10	-	1	-	1	1	1	-	-	100	-	-	
No. 21.....	66	47	41	-	-	-	-	9	-	2	-	2	1	1	-	-	300	-	-	
	18,615	9,947	8,144	9,865	7,991	5,884	.47	11	5	12	3	240	24	262	166	12	12,885	180,932	29	110

WASHINGTON COUNTY—CONTINUED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of female Teachers employed in Winter.	Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1874.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1873.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
								Excess above amt't required by law.	Less than the amt't required by law.									
Addison	12	7	1	540 00	\$4 73	2 12	\$1,200	\$237	-	3 98	\$594	-	\$1,842	-	-	\$191	\$136	\$41
Alexander	5	1	2	39 00	4 00	2 31	364	-	1 67	361	\$112	739	-	-	-	76	-	30
Baileyville	5	4	-	-	5 00	1 75	400	146	-	2 25	283	60	743	-	-	55	-	9
Baring	2	1	-	46 50	4 00	2 75	404	112	-	3 13	221	-	593	-	-	120	-	18
Beddington	3	-	2	-	4 50	2 00	121	-	-	2 03	99	60	225	-	-	26	22	5
Calais	22	22	20	75 00	6 00	4 00	9,500	4,700	-	3 62	4,918	130	14,155	-	-	2,117	-	500
Centerville	-	-	-	53 00	-	3 50	120	-	-	2 20	84	70	322	-	-	11	-	19
Charlotte	6	2	1	42 50	3 50	2 03	400	26	-	2 20	318	50	724	-	-	-	57	14
Cherryfield	12	12	6	-	7 00	2 50	2,000	592	-	2 71	2,168	-	4,348	\$100	\$50	200	50	136
Columbia	6	5	-	41 00	5 30	2 25	809	264	-	3 05	410	70	800	-	-	-	-	23
Columbia Falls	2	3	-	45 00	6 00	3 00	550	63	-	2 33	423	-	1,003	-	-	130	-	8
Cooper	3	2	-	29 00	3 50	2 00	325	10	-	2 01	274	30	606	-	-	39	-	14
Crawford	2	-	-	31 50	4 50	2 00	250	66	-	2 81	163	20	288	-	-	22	-	10
Cutler	8	1	-	35 00	4 48	2 25	1,100	361	-	3 03	406	112	1,200	-	-	175	-	20
Danforth	3	1	-	28 00	3 70	1 92	300	50	-	1 63	-	50	-	-	-	46	-	4
Deblois	1	-	-	-	5 45	2 00	120	3	-	1 90	109	25	173	-	-	11	-	3
Dennysville	3	2	1	60 00	6 50	3 00	885	495	-	3 51	517	195	1,637	-	100	165	-	25
East Machias	12	1	-	46 00	3 75	2 60	1,700	-	-	2 04	1,378	-	-	-	-	-	-	100
Eastport	9	8	-	72 50	6 12	-	4,100	1,020	-	2 50	3,150	-	6,437	1,000	-	1,839	-	25
Eaton	3	-	2	-	4 00	2 25	200	80	-	2 32	162	30	211	-	-	300	-	10
Edmunds	4	1	-	39 00	5 06	2 92	658	299	-	3 74	196	133	-	-	-	-	-	15
Harrington	8	3	-	43 40	5 20	2 87	914	-	-	1 84	806	-	1,724	-	-	-	-	25
Jonesborough	7	-	3	-	5 57	2 75	459	32	-	2 18	290	-	-	-	-	50	-	12
Jonesport	11	6	4	40 00	6 50	3 00	1,100	-	-	1 69	908	-	1,756	-	-	375	-	-

APPENDIX.

WASHINGTON COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.		Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1874.	Excess above amt't required by law.	Less than the amt't required by law.	Amount raised per scholar.	Amount drawn from State funds in 1873.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.																
Lubec	13	1	-	-	-	\$40 00	\$4 00 3 00	\$1,800	-	-	2 12	\$1,383	-	-	\$3,367	-	-	\$350	-	\$50
Machias	10	8	1	1	1	65 00	7 47 4 25	3,525	-	-	3 35	2,144	-	-	5,951	-	-	634	-	250
Machiasport	8	-	2	-	-	49 00	4 50 3 00	1,250	\$50	-	1 83	1,071	-	-	2,060	-	-	400	-	41
Marion	3	1	-	-	-	42 50	3 67 2 02	300	140	-	3 57	123	\$21	-	372	-	-	20	-	10
Marshfield	2	-	-	-	-	90 00	6 00 3 00	300	20	-	1 86	269	-	-	536	-	-	27	-	12
Meddybemps	2	1	-	-	-	37 00	5 00 2 00	160	-	-	1 88	135	117	-	394	-	-	41	-	3
Milbridge	14	4	-	-	-	36 00	4 75 3 00	1,256	-	-	1 94	841	-	-	2,087	-	-	276	-	40
Northfield	3	-	1	-	-	-	4 66 2 08	200	48	-	2 40	167	21	-	-	-	-	48	-	4
Pembroke	15	8	6	5	-	70 00	5 86 2 93	2,542	500	-	2 27	2,353	-	-	5,936	-	-	2,151	-	130
Perry	10	4	5	5	-	40 00	5 33 3 00	920	-	-	1 92	795	-	-	2,485	-	-	-	-	40
Princeton	5	3	-	-	-	40 20	4 65 2 88	900	38	-	2 04	718	36	-	2,323	10	-	272	-	50
Robbinston	5	5	-	-	-	45 00	6 87 2 79	800	30	-	1 84	667	60	-	1,761	-	-	350	-	20
Stauben	11	6	1	-	-	31 71	4 17 2 50	850	-	-	2 00	681	-	-	-	-	-	-	-	-
Topsfield	3	-	-	-	-	32 50	5 00 2 15	400	80	-	1 81	239	136	-	775	-	-	65	-	30
Trescott	6	3	1	3	-	30 75	2 95 2 30	485	-	-	1 97	435	-	-	749	325	-	20	-	18
Vanceboro'	1	-	-	-	-	30 00	8 00 3 00	325	-	-	2 30	-	-	-	-	-	-	75	\$15	18
Wesley	1	-	-	-	-	35 00	4 00 2 00	300	62	-	1 92	248	78	-	641	-	-	60	-	18
Whiting	5	2	-	-	-	36 50	3 55 1 93	400	66	-	1 49	110	74	-	561	-	-	-	20	16
Whitneyville	2	1	1	-	-	58 00	4 75 3 16	456	-	-	1 90	400	-	-	597	-	-	81	-	15
Codyville pl.	1	-	-	-	-	-	2 50 2 00	85	-	-	3 14	125	8	-	74	-	-	2	-	2
Jackson Brook pl.	2	-	-	-	-	40 00	5 28 3 50	250	60	-	2 00	217	-	-	427	-	-	50	-	6
Talmadge pl.	3	-	-	-	-	-	3 00 2 00	100	-	-	2 50	138	-	-	216	-	-	-	-	-
Waite pl.	1	-	-	-	-	30 00	3 00 2 25	100	-	-	2 50	85	8	-	181	-	-	11	-	-
No. 7, Range 2	3	-	-	-	-	30 00	3 75 2 10	150	-	-	2 08	59	-	-	-	-	-	-	-	8

No. 14.....	3	-	-	30 00	3 75	2 00	150	-	2 54	172	-	-	-	-	-	-	-	-
No. 18.....	1	-	-	-	3 00	-	50	16	3 12	63	-	-	-	-	15	-	-	4
No. 21.....	3	-	-	-	2 75	2 05	200	-	3 03	110	-	226	-	-	14	-	-	3
	283	139	64	43 64	4 75	2 55	36,215	-	2 42	32,069	1,706	70,251	635	150	9,915	300	1,836	

YORK COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.		Per centage of average attendance.		Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.		Number of parts of districts.		Number of school houses in town.		Number in good condition.		Number of school houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number of Male Teachers employed in summer.		Number of Male Teachers employed in Winter.			
	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.				
Acton .....	340	134	122	200	183	316	.45	14	15	3	13	-	-	13	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Alfred .....	339	180	140	204	152	-	.43	3	10	2	7	-	-	-	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Berwick .....	843	672	528	385	304	-	.48	9	11	4	14	1	17	13	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Biddeford.....	3,896	1,460	1,236	1,508	1,239	1,748	.32	11	11	2	12	-	-	21	17	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Buxton .....	798	459	374	485	398	-	.48	12	12	3	17	-	-	17	14	1	17	14	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cornish .....	385	209	187	368	315	368	.67	8	3	1	9	-	-	9	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Dayton .....	215	130	110	150	125	-	.55	10	11	-	4	2	4	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Eliot .....	574	288	222	328	255	330	.41	13	15	-	8	-	-	8	5	1	1,400	6,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hollis.....	542	284	216	380	318	408	.49	7	3	10	12	2	14	11	1	750	6,575	1	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Kennebunk .....	900	537	441	617	488	-	.52	9	13	1	10	-	-	13	11	-	-	10,000	3	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Kennebunkport.....	755	330	270	381	302	668	.37	7	4	2	12	-	-	12	9	1	600	7,900	1	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Kittery .....	1,112	627	489	682	532	787	.46	12	13	10	-	-	-	11	10	1	9,000	30,350	1	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Lebanon .....	650	380	299	335	280	-	.45	8	9	19	1	19	13	-	-	-	-	6,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Limerick .....	497	229	190	242	195	267	.39	3	13	11	-	-	-	11	6	-	-	3,500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Limington .....	560	280	225	450	360	-	.52	9	10	2	17	-	-	16	3	-	-	4,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Lyman .....	308	169	143	201	156	226	.48	7	3	9	5	10	-	1	10	-	-	6,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	



YORK COUNTY—CONTINUED

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5¼ days per week.		Number of districts in town.	Number of parts of districts.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
								W.	D.	W.	D.									
Newfield.....	350	166	139	217	175	250	.45	9	3	10	2	8	1	6	3	-	-	\$2,700	1	5
North Berwick.....	592	391	353	327	296	477	.55	11	2	11		1	-	17	3	1	\$1,000	-	1	
Parsonsfield.....	594	315	252	396	321	458	.48	8	2	10	1	18	2	18	14	-	-	5,000	-	11
Saco.....	2,015	964	788	999	781	-	.38	15	16			9	-	13	10	1	1,000	36,000	3	8
Shapleigh.....	376	200	156	211	160	256	.42	7	3	11		11	2	8	8	-	-	4,500	1	4
Sanford.....	753	395	350	506	450	610	.53	11	12			15	3	15	6	-	-	10,000	-	2
South Berwick.....	916	391	302	420	323	-	.34	10	2	9	5	13	2	13	8	-	-	-	1	4
Waterborough.....	579	290	227	293	228	-	.40	9	10	2	13	-	-	12	10	1	475	8,000	-	9
Wells.....	946	544	425	573	438	623	.45	9	14			17	-	18	12	-	-	14,000	-	10
York.....	851	497	347	517	396	597	.43	11	11	3	3	14	-	14	9	-	-	2,950	-	9
	20,986	10,521	8,531	11,375	9,179	8,289	.46	9	5	11	3	304	19	335	225	10	24,494	260,860	20	173

YORK COUNTY—CONTINUED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.		Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount of school money voted in 1874.	Not less than 30 cts. for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1873.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.	Excess above amt required by law.	Less than the amt required by law.															
Acton	7	4	\$35 14	\$4 79	1 88	\$806	-	-	2 96	\$605	\$30	\$1,612	-	\$45	-	\$67	\$60	\$30					
Alfred	6	5	36 33	4 50	2 75	1,000	\$20	-	2 95	584	-	-	-	-	175	88	-	-					
Berwick	18	6	37 00	4 70	2 83	3,000	500	-	3 55	1,506	-	4,586	175	125	425	150	-	-					
Biddeford	36	30	55 00	5 00	3 00	17,509	9,270	-	4 49	7,082	17	21,089	375	-	4,200	650	-	-					
Buxton	18	6	33 50	4 00	2 50	2,500	472	-	3 35	574	-	3,981	400	-	409	112	-	-					
Cornish	9	1	-	-	-	881	-	-	2 29	1,504	-	-	-	-	50	-	-	-					
Dayton	4	1	40 00	5 00	2 75	600	110	-	2 70	182	147	930	30	-	45	17	-	-					
Eliot	8	2	39 00	5 40	4 00	1,795	200	-	3 18	944	-	2,884	50	-	150	75	-	-					
Hollis	10	4	27 50	3 30	2 50	1,400	165	-	2 58	908	-	2,308	55	-	195	36	-	-					
Kennebunk	11	11	59 14	4 13	3 31	2,250	168	-	2 58	1,160	-	4,460	-	-	-	96	-	-					
Kennebunkport	14	7	48 40	6 15	3 10	2,000	134	-	2 65	1,285	-	3,227	220	35	157	64	-	-					
Kittery	11	5	40 00	5 25	2 75	3,200	535	-	3 14	1,849	-	5,983	70	200	735	93	-	-					
Lebanon	19	7	28 00	4 50	2 50	1,563	-	-	2 33	849	-	2,849	1,300	-	200	100	-	-					
Limerick	11	8	26 00	3 51	2 16	1,140	-	-	2 29	840	-	1,757	150	100	140	68	-	-					
Limington	12	5	23 00	4 00	2 00	1,350	40	-	2 41	1,781	-	1,900	-	-	100	100	-	-					
Lyman	10	2	25 00	3 25	3 00	880	-	-	2 86	597	-	1,112	-	-	290	45	-	-					
Newfield	8	3	30 00	3 50	2 25	954	-	-	2 75	378	-	1,372	75	50	100	45	-	-					
North Berwick	17	13	24 00	5 17	2 15	2,250	954	-	3 80	1,009	-	3,182	309	70	440	91	-	-					
Parsonsfield	16	7	29 50	4 28	2 38	1,520	2	-	2 55	1,046	80	2,350	350	-	198	80	-	-					
Saco	21	18	46 00	4 20	3 00	7,500	2,896	-	3 47	3,182	-	12,227	1,800	3,000	2,616	300	-	-					
Shapleigh	10	4	34 00	4 64	2 40	870	-	-	2 31	679	53	1,602	76	-	70	60	-	-					
Sanford	16	7	42 00	4 10	3 00	2,400	477	-	3 18	1,342	-	3,393	200	-	348	10	96	-	-				
South Berwick	13	12	33 75	5 53	2 91	2,000	-	-	3 28	1,450	-	2,933	-	-	-	100	-	-	-				
Waterborough	13	3	28 00	3 25	2 25	1,238	-	-	2 50	892	-	-	-	-	75	60	-	-	-				

APPENDIX.

YORK COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1874.	Excess above amt required by law.	Not less than \$0 cts. for each inhabitant.	Less than the amt required by law.	Amount raised per scholar.	Amount drawn from State funds in 1873.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	17	7		1	\$45 50	\$6 50	3 00	\$3,302	\$1,000	-	-	3 50	\$2,043	-	\$5,137	\$250	\$100	\$181	-
Wells.....	15	6	1	44 00	4 80	2 52	2,123	-	-	-	2 50	1,337	-	3,080	65	30	-	-	104
York .....	183	9	1	46 55	4 54	3 71	66 072	-	-	-	2 88	35,788	327	93,954	6,125	3,740	11,811	844	2,835

SUMMARY.

COUNTIES.	No. of children belonging in county between the ages of 4 and 21 yrs.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance to whole number.		Average length of Summer Schools of 5½ days per week.		Number of districts in county.	Number of parts of districts.	Number of school houses in county.	
							W.	P.	W.	P.				
Androscoggin .....	14,241	7,005	5,720	7,618	5,914	9,257	.50	10	1	11	4	112	22	204
Aroostook .....	13,409	7,762	5,649	5,229	4,204	4,933	.40	11	4	11	2	312	24	213
Cumberland .....	26,889	13,890	10,998	15,070	12,615	13,335	.47	10	2	12	3	285	19	326
Franklin .....	6,255	3,314	2,643	4,038	3,327	2,604	.49	8	2	9	2	223	35	205
Hancock .....	14,098	8,379	7,025	8,607	7,094	4,363	.50	10	2	10	2	288	15	277
Kennebec .....	16,590	9,545	7,875	10,379	8,710	4,111	.52	9	1	10	1	329	26	363
Knox .....	11,054	6,559	5,569	7,429	6,390	4,885	.52	11	1	11	1	144	15	162
Lincoln .....	8,893	5,045	3,913	6,045	4,867	2,540	.49	9	5	10	4	187	7	187
Oxford .....	11,626	5,977	4,873	7,420	6,067	5,676	.49	10	1	11	1	370	29	354
Penobscot .....	25,443	13,919	11,331	15,144	12,228	9,588	.46	10	3	11	1	418	36	457
Piscataquis .....	5,231	2,641	2,163	3,289	2,613	1,805	.49	8	4	10	3	149	15	142
Sagadahoc .....	6,618	3,701	3,340	4,292	3,671	3,149	.52	9	5	12	2	85	2	107
Somerset .....	11,977	6,656	5,531	8,191	6,696	5,231	.48	9	5	9	4	341	42	345
Waldo .....	12,268	6,719	5,439	8,292	6,912	4,541	.53	9	5	11	1	256	31	260
Washington .....	18,615	9,947	8,144	9,865	7,991	5,884	.47	11	5	12	3	240	24	262
York .....	20,986	10,521	8,531	11,375	9,179	8,289	.46	9	5	11	3	304	19	335
	224,193	122,458	98,744	132,333	108,478	90,191	.49	10	5	11		4,043	361	4,199

## SUMMARY—CONTINUED.

COUNTIES.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in county.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	No of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	Number of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1874.
Androsoggin.....	159	5	\$17,433	\$295,610	10	92	237	171	32	\$44 89	\$4 39	\$2 54	\$48,716
Aroostook.....	143	22	10,801	73,702	23	76	274	104	10	25 64	3 49	1 93	20,410
Cumberland.....	202	10	7,849	710,110	17	182	399	240	10	40 16	4 86	2 79	136,173
Franklin.....	103	1	200	47,625	1	90	182	103	22	27 72	3 09	1 71	15,343
Hancock.....	185	9	11,450	190,365	7	136	275	133	32	40 35	4 19	2 39	30,647
Kennebec.....	211	7	15,050	253,750	10	63	350	200	10	35 96	4 28	2 29	56,257
Knox.....	104	4	5,425	129,825	7	84	185	117	29	42 71	4 42	2 64	27,958
Lincoln.....	111	2	3,900	83,550	4	108	178	67	9	39 86	4 24	2 96	21,465
Oxford.....	224	6	7,180	121,169	8	194	337	155	9	28 28	3 27	1 98	29,132
Penobscot.....	266	13	12,448	328,218	11	194	499	296	18	39 03	4 29	2 35	85,352
Piscataquis.....	77	4	1,625	52,350	1	47	139	96	4	32 60	3 68	2 15	12,357
Sagadahoc.....	74	2	1,300	109,700	8	66	120	65	11	40 11	4 49	3 06	28,845
Somerset.....	182	13	13,980	129,540	2	137	306	198	15	27 33	3 73	1 83	27,374
Waldo.....	159	2	2,200	112,005	3	176	246	100	10	32 85	3 15	2 29	30,998
Washington.....	166	12	12,885	180,932	29	110	283	139	64	43 64	4 75	2 55	36,215
York.....	225	10	24,494	260,860	20	173	350	183	9	36 55	4 54	2 71	66,072
	2,591	122	150,220	3,079,311	161	1,928	4,366	2,367	294	36 17	4 05	2 32	673,314

SUMMARY—CONCLUDED.

COUNTIES.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Amount drawn from State funds in 1873.	Amount derived from local funds.	Total amount actually expended for public schools.	Amount paid for tuition in private schools, academies or colleges within the State.	Amount paid for same out of the State.	Amount of money expended for repairs, fuel, insurance, &c.	Amount raised to prolong public schools, in money, fuel, board, &c.	Amount paid for school supervision.
	Excess above amt't required by law.	Less than the amt't required by law.									
Androscoggin.....	\$17,478	-	\$2 90	\$25,715	\$391	\$76,394	\$870	\$220	\$14,856	\$425	\$3,400
Aroostook.....	1,067	-	1 95	14,074	1,693	35,514	491	-	3,251	246	972
Cumberland.....	71,212	-	3 03	42,195	1,655	153,585	6,697	500	29,235	1,280	2,494
Franklin.....	297	-	2 46	10,111	870	23,691	2,377	225	2,416	1,022	845
Hancock.....	1,654	-	2 21	22,959	1,389	50,595	859	1,150	4,921	479	1,375
Kennebec.....	12,600	-	2 96	28,188	415	78,796	5,013	1,078	10,294	474	2,570
Knox.....	3,653	-	2 41	20,736	278	40,535	2,132	150	6,837	885	1,214
Lincoln.....	261	-	2 61	13,226	-	29,319	1,803	74	3,608	765	1,000
Oxford.....	2,379	-	2 51	19,061	1,771	42,216	4,644	500	3,508	1,255	1,570
Penobscot.....	25,085	-	2 66	47,132	3,937	117,805	3,174	167	18,837	316	3,736
Piscataquis.....	673	-	2 35	6,291	739	15,176	303	-	1,257	50	594
Sagadahoc.....	11,373	-	3 56	10,932	40	41,924	1,757	765	1,817	538	1,379
Somerset.....	665	-	2 36	18,852	1,724	38,506	3,832	200	3,839	622	1,456
Waldo.....	2,629	-	2 51	19,680	429	43,512	2,440	-	6,438	1,261	1,255
Washington.....	9,666	-	2 42	32,069	1,706	70,251	635	155	9,915	300	1,836
York.....	16,943	-	2 88	35,788	327	93,954	6,125	3,940	11,811	544	2,835
	177,589	-	2 60	367,009	17,334	951,773	43,152	9,119	123,840	10,462	28,540

## COMPARATIVE STATEMENT.

	1874.		1873.	
Whole number of scholars between four and twenty-one....	225,219		225,179	
Number registered in Summer Schools.....	122,458		116,750	
Average attendance.....	98,744		92,526	
Number registered in Winter Schools.....	132,333		128,134	
Average attendance.....	108,478		103,548	
Per centage of average attendance to whole number.....	.49		.49	
Average length of Summer Schools in weeks and days, 5½ days per week.....	10w.	5d.	9w.	4d.
Average length of Winter Schools in weeks and days, 5½ days per week.....	11w.		10w.	3d.
Average length of schools for the year.....	21w.	5d.	20w.	2d.
Number of districts.....	4,043		3,967	
Number of parts of districts.....	361		347	
Number of School Houses.....	4,199		4,083	
Number of School Houses in good condition.....	2,591		2,397	
Number of School Houses built last year.....	122		122	
Cost of the same.....	\$150,220		\$153,696	
Estimated value of all School Property.....	3,079,311		2,939,236	
Number of Male Teachers employed in Summer.....	161		140	
Number of Male Teachers employed in Winter.....	1,928		1,904	
Number of Female Teachers employed in Summer.....	4,366		4,094	
Number of Female Teachers employed in Winter.....	2,367		2,327	
Number of Teachers graduates of Normal Schools.....	294		284	
Average wages of Male Teachers per month, excluding board.....	\$36 17		\$34 28	
Average wages of Female Teachers per week, excluding board.....	4 05		3 7-	
Average cost of Teachers' board per week.....	2 32		2 31	
Amount of school money voted.....	\$673,314		\$625,618	
Excess above amount required by law.....	187,782		149,953	
Amount raised per scholar.....	\$2 90		\$2 77	
Total amount received from State Treasury from April 1, 1873, to April 1, 1874.....	367,009		229,272	
Amount derived from local funds.....	17,334		17,409	
Total amount actually expended for public schools from April 1, 1873, to April 1, 1874.....	*951,773		*784,731	
Amount paid for tuition in private schools, academies or colleges in the State.....	43,152		52,869	
Amount paid for the same out of the State.....	9,119		11,249	
Amount expended for repairs, fuel, insurance, &c.....	123,840		93,897	
Amount expended to prolong schools.....	10,462		10,687	
Amount paid for school supervision.....	28,540		25,943	
Per centage of average attendance to scholars registered...	.81		.80	
Per centage of average attendance to Summer Schools.....	.80		.79	
Per centage of average attendance to Winter Schools.....	.82		.81	
Aggregate amount expended for schools.....	\$1,191,712		\$1,147,242	
Amount of School Fund.....	361,893		319,273	

\* Returns incomplete.

## COMPARATIVE STATEMENT.

	1874.	1864.	Increase.
Population of the State.....	626,915	628,300	dec. 1,385
Valuation of the State.....	\$224,552,406	\$164,714,168	\$59,838,238
Number of towns in the State.....	419	405	14
Number that have made returns.....	419	383	28
Number of children between four and twenty-one years.....	225,219	235,249	dec. 9,556
Number registered in summer schools.....	122,458	133,150	dec. 10,692
Average attendance in summer schools.....	98,744	102,923	dec. 4,177
Number registered in winter schools.....	132,333	132,306	27
Average attendance in winter schools.....	108,478	111,892	dec. 3,144
Ratio of attendance to whole number of scholars.....	.49	.46	.03
Average length of summer schools, in weeks.....	10w. 5d.	10w. 1d.	4d.
Average length of winter schools, in weeks.....	11w.	10w. 1d.	5d.
Sum of the average for winter and summer.....	21w. 5d.	20w. 2d.	1w. 3½d.
Number of school districts in the State.....	4,043	4,120	dec. 77
Number of parts of districts.....	361	374	dec. 13
Number of school-houses in the State.....	4,199	4,035	154
Number reported in good condition.....	2,591	2,188	403
Number of school houses built within the last year.....	122	77	45
Cost of the same.....	\$150,220	\$111,385	\$38,835
Number of male teachers employed in summer.....	161	137	24
Number of male teachers employed in winter.....	1,928	2,274	dec. 346
Number of female teachers employed in summer.....	4,366	4,088	278
Number of female teachers employed in winter.....	2,367	1,846	521
Wages of male teachers per month, besides board.....	\$36 17	\$23 29	\$12 88
Wages of female teachers per week, besides board.....	4 05	2 13	1 92
School money raised by taxation.....	\$897,471	\$426,904	\$470,567
Excess above requirement of law.....	187,782	37,802	149,930
Average amount raised per scholar.....	\$3 94	\$1 81	\$2 13
Amount of permanent school fund.....	361,893	173,492	188,401
Income of same apportioned to schools.....	19,558	10,120	9,438
Bank tax apportioned to schools.....	131,293	39,386	91,907
Amount derived from local funds.....	17,334	16,907	427
Contributed to prolong public schools.....	10,462	11,643	dec. 1,181
Amount paid to private schools, academies, &c., within the State.....	43,152	35,076	8,076
Amount paid for same out of the State.....	9,119	16,725	dec. 7,606
Paid for repairs, fuel, &c.....	123,840	51,187	72,653
Average cost of board per week.....	\$2 32	\$1 56	\$0 76
Amount paid for school supervision.....	28,540	13,577	14,963
Aggregate expenditure for school purposes...	*1,191,712	887,100	304,612

\* Town appropriations for Free High Schools not included.



## ABSTRACTS

FROM REPORTS OF SCHOOL COMMITTEES RETURNED TO THE STATE SUPER-  
INTENDENT OF COMMON SCHOOLS.

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The following selections have been made from the various Annual Reports of School Officers, exhibiting both the well-defined opinions of the educators of our State and the practical operations and results secured in the actual work of the school-room.

### ACTON.

Your committee have the honor to submit the following as their annual report of the public schools of the town of Acton for the year ending with March, 1874 :

**FINANCE.** The amount of money raised by the town was \$1,007.00; amount of money derived from savings banks and permanent school fund, received from the State, \$239.26; amount of the town proportion of the school mill tax, received from the State, \$365.86. Total amount for the year, \$1,612.12.

The average expense to the town per week for teachers, board, fuel, &c, is \$8.81. Eleven schools have been in operation, at the average expense of \$96.91 per week, to do the work of eight schools at the average expense of \$70.48 per week. The same schools have averaged sixteen and seven-elevenths weeks, costing \$439.70 for the year more than they ought.

The loss of this large amount of money annually is not all. Every teacher of experience knows that it is impossible to create that interest and enthusiasm in some of these little schools that can be done in one larger. Your committee have no intention of wearying the patience of their fellow citizens by repeating their former recommendations in regard to a change in our school district system. But suffice it to say that after having perused the reports of the first educators in the State, and especially after having read that portion of Governor Dingley's inaugural address before our legislature, in regard to our district system, and in regard to the workings of the free high schools, your committee are more decided in their convictions that they were right in advocating those recommendations.

**SCHOOLS.** Our schools, the past year, have been attended with various degrees of success. We have had some good schools, some fair, and some poor. Yet there were some good things about even the poorest; at any rate they were better than no schools. Success has attended our schools, generally speaking, in the direct ratio as the parents have co-operated with and sustained their teachers. Some have not made that progress expected of them, for the want of interest and seemingly executive ability on the part of the teachers. Some were so small and short that they were of but little practical value. Taking the schools as a whole, there has been commendable progress.

Parents and others should visit their schools often, and aid their teachers by their

sanction and encouragement. They should lend no ear to street rumors, but go and see, and judge for themselves. It is sincerely hoped that the coming year will witness greater interest and enthusiasm in all our schools.

**SCHOOL GOVERNMENT.** There seems to be some disagreement between parents and others relative to the extent that a teacher is justified in enforcing obedience in the school room. Therefore it may not be out of place here for your committee to express their views upon this important subject

When a parent sends his child to the public school he surrenders to the teacher, for the time being, his own authority over him. In the school-house and on the school grounds, in school hours, and in reference to all the duties of the school-room, the teacher has the same legal authority over his pupils that a parent has over his own child when at home and in his own house. The teacher has the same legal right to chastise his refractory pupils, and to chastise with the same degree of severity, that a parent has to chastise his refractory child when at home and in his own house, no more, no less. What would be illegal in the one would be so in the other. It may be asked, what right of redress has the pupil when the teacher abuses his authority? We reply, the same that the child has when the parent abuses his authority. The whole amounts to this, our school government is purely and emphatically parental government. Let the idea be inculcated among parents and citizens that our teachers, while on duty as such, should be sustained at all hazards.

**SCHOOL-HOUSES.** "The school-house is the symbol of the people's culture. For defence it is better than fortifications of rock—better than batteries to guard our shores, than armies to defend our treasures, than navies to guard our seas. More learned institutions may and ought to be built and established, but the school-houses must never be neglected."

We have but few school-houses in town suitable to hold schools in. It is a rare thing to find an excellent school in every respect in an old, dilapidated school-house, in which the teachers often suffer from the inclemency of the weather. No argument is necessary to convince persons of intelligence that the school-house itself is an educator, that it stamps upon the susceptible and unfolding minds impressions as lasting as the mind itself. We have school-houses which are a disgrace to the town and to the spirit and civilization of the nineteenth century. Many "well-to-do" farmers in those districts would not suffer their school-houses to stand among their elegant and tasty buildings even as a shelter for their cattle. Is it not a sad commentary upon the intellectual and moral advancement of those districts? It is surprising that parents seem willing to allow their children to be educated in a room where the walls and furniture are covered with coarse and obscene markings, making the house itself indictable as a public nuisance, and as a corrupter of the young and plastic minds of those pupils who resort there to receive their first and most lasting impressions.

"For character growth day by day, and all things aid it in unfolding;  
Scratch the green rind of a sapling, or wantonly twist it in the soil,  
The scarred and crooked oak will tell of thee for centuries to come."

In conclusion, we would urge upon parents the importance of a deeper interest in all that pertains to the welfare of our public schools, that they see to it that the first and important lessons are taught by precept and example by the fireside, that they give their hearty support to all needed measures to furnish their children with a thorough and practical education, which will be to them of more real value than all the material wealth that they can confer upon them.

JAMES GARVIN.

## ALFRED.

At the last annual meeting a vote was passed establishing a Free High School in District No. 1, if the district should comply with the law, and make the necessary provision for the convenience of the school. At the district meeting in April last, it voted to accept the conditions and provide for the school. It was then necessary to secure a teacher. Mr. Towne, who was favorably known here as a teacher of ability and experience, was engaged as principal. It was decided to have four terms in the year of ten weeks each, and the first commenced May 20th, with twenty-four scholars, several scholars being out of town at the time.

After a vacation of four weeks, the second term commenced August 25th, with forty-four scholars, four from other districts in the town and seven from other towns. The school this term was large for one teacher, and perhaps Mr. Towne ought to have had assistance. There was a very good degree of interest in the different classes during the term, and the examination at the close showed a satisfactory thoroughness in the different studies. All the members of the committee, a few parents, and others, were present throughout the entire day, and were pleased and encouraged with the appearance of the school and the progress which had been made during the term. It was evident that both teacher and scholars had worked hard.

The third term commenced November 17th, with forty-three scholars.

The fourth term commenced February 9th, with thirty-five scholars, five from other districts and seven from other towns, and has been in progress four weeks.

During these terms there have been classes in reading, spelling, arithmetic, grammar, geography, composition, history, philosophy, chemistry, astronomy, algebra, rhetoric, geometry and Latin. It is evident the classes in these different studies have been interested and diligent. Mr. Towne has spared no pains or strength in his efforts to have a good school.

The committee, and others no doubt, have watched this school with deep interest. We have visited it frequently, and have endeavored to give such assistance and encouragement as was needed. We think a good beginning has been made, and that if the school is properly encouraged and sustained by all interested it may be as good as any in the State.

A. B. KIMBALL,  
SAMUEL M. CAME, } *S. S. Committee.*  
A. K. GILE,

## AMHERST.

There is some school money in town still unexpended. No. 2 has some \$9.21, and No. 3 a small sum. The amount raised by the town last year was \$104 less than the year previous, but the liberal sum received from the State, of \$226, has more than made up by \$122. This year \$247.57 has been received from the State for our schools another year, and this with what the law requires to be raised, together with the interest of the local funds, will give an income to the schools of about \$600. This, if well expended, will afford the districts, save the two smallest, at least two good terms of school. Those two, we think, should have the benefit of the ten per cent. provision, as they did the past year.

The average attendance the past year has been a fraction less than fifty per cent. of the number of scholars returned in town.

While in some respects there is some progress in our schools, it is not all that we could desire. The common school being the sole place where the great majority of the people are educated, ought to be prized, used and improved. So the State looks at it, and is opening her treasury to help it on, and is devising means to improve and supplement it. She sees that to have good citizens she must do something to make them such. No farmer can have good stock unless he does something to raise good stock. And how much better is a man than a sheep, an ox or a horse? That there may be improvement in raising these, the State makes appropriations for the sustaining of farmers' clubs, and in various ways seeks to encourage husbandry in general. This is well, but how much better is it to make progress in raising men. To progress in this, and in our schools, we must seek to make things better—teachers, pupils, parents, and school officers, should all aim at that.

Get good teachers. To do that, get good agents, who will be true to their work. Parents should have their children in the school room regularly. Encourage them, encourage the teacher, and lift up the school as much as possible. A good school, well equipped, is a great force for good. It is a lever pushing out in a wider circle intelligence and knowledge, and so multiplying the elements of civil prosperity. It is a lever for rearing up *men and women*. Intelligence should be at the roots of the community, or poor and weak will it be to support the civil fabric. It behooves us, therefore, to do something to improve the schools and get all the good we can out of them. No little jealousy or envy should be allowed to come in to trig the progress of these. These are one of the things that we cannot well carry along without some union and the making of trifling concessions and yielding petty differences. Because a certain man may be agent and hire the teacher, against whom some other man may have some hostile feeling, is no good reason why the latter should seek to thwart the school and render it unsuccessful. Higher and nobler motives should predominate relative to such an interest. The cause is too great a one to be obscured by such mists. The good of our youth, the welfare of the community, the success of a magnanimous enterprise, call upon us to forget those things, and to address ourselves to the effort of aiding the work of learning.

There is one country or more in the Old World that is reported as doing more and having better success in schools than our own. While we rejoice that there is so flourishing a condition of education there, we would desire that the time may come when our progress in this shall be such that we shall be outstripped by no other people. To do this, we must stand united, co-operate cordially, persevere manfully in helping on our common schools.

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#### AUBURN.

The Superintending School Committee have the honor to submit herewith their annual report of the condition of the public schools in the city of Auburn for the year 1873-4.

#### FINANCES.

Money appropriated by the city for Common Schools.....	\$8,500 00
Money appropriated by the city for High School.....	2,500 00
Money received from mill tax.....	2,260 24
Money received from State School Fund.....	1,517 13
Money received from State for Free High School.....	500 00
	<hr/> \$15,277 37
The expenditures for the year for school purposes reach the sum of.....	16,136 89
Amount overdrawn.....	\$859 52

**SCHOOL BUILDINGS AND APPROPRIATIONS.** Your Committee are pleased to report several valuable acquisitions to the school property of the city, and notable progress in the direction of improvement in school buildings at various points in the city.

A convenient lot has been purchased by the city, on Hampshire street, and the old Grammar School Building removed thereto, to give place to a commodious building for school purposes, to be erected on the old site of the Grammar School House, on Spring street, as soon as the season advances sufficiently for the work to be profitably begun, the City Government having made a generous appropriation for its erection.

We are of the opinion that this liberal policy is judicious and thoroughly economical, when the increasing demand for school room is considered in connection with the fact demonstrated by the experience of older cities, that permanent structures only are profitable for public buildings.

The improvement of the water power of the Little Androscoggin river has been the cause of rapidly increasing the growth of the city in that quarter, rendering the erection of a school-house necessary for the accommodation of scholars living in that vicinity. A good building lot, containing ten thousand square feet, was presented and conveyed to the city by the Little Androscoggin Water Power Company, and a substantial school-house, two stories in height, has been there erected. Only one of the stories is, at present, required for school purposes, but at the present rate of increase the other will soon be in requisition.

Another valuable acquisition is in the property of the Edward Little Institute, which the city has closed negotiations for with the trustees of that corporation, upon certain conditions, one of the most sensible of which is, that a first-class High School shall be there maintained. While the city has hitherto only leased the property occupied by the High School, it is now to become the owner, if certain conditions are complied with. We earnestly hope that the conditions above referred to may not have to be regarded as an incentive to keep up the tone of the institution, but that independent of all pecuniary considerations it shall be the aim of all good citizens of our young city to have this a model institution of its kind.

So far as we are able to judge, the school buildings throughout the city are in a decent state of repair. Constant watchfulness is requisite in order that public property be not defaced or destroyed by the evil-disposed. We think, however, that considering the extreme dimensions of the city, as great disposition to preserve and take care of school property is manifested, as could reasonably be expected. At the close of another fiscal year we are in advance of the appropriations in our expenditures. We hope that the increased number of schools will be taken into account before the next appropriation is made, and that the City Government consider the great return from money invested in common schools.

**MUSIC** During the fall and winter terms of school, Mrs. Martha S. Wentworth, a lady of considerable experience in teaching vocal music, has been employed to teach music in the schools of the city proper.

From all that we can discover, the music lessons have been satisfactory, and we should recommend their continuance. Some scholars have made marked improvement in this branch, who from their circumstances in life would not have enjoyed the privilege had it not been introduced into the public schools. To those who can have private instructors at home, it is of but little consequence; but to such, common school privileges of any kind are not so valuable as to those who otherwise could not obtain the information. The common schools are for the masses, and let them enjoy the benefits of cultivation in ornamental as well as indispensable branches.

GRAMMAR SCHOOL. Your committee have occasion, from the results attained in this school for the last year, to feel gratified at their good fortune in having been able to retain Mr. Williams as Principal.

The change in the grade of this school making an additional year's study necessary to complete the course, has, we think, been a decided improvement, and a step in the right direction. The annual report of the Principal of the Grammar School is hereto appended.

*To the Superintending School Committee of Auburn:*

The following annual report of the Grammar School is respectfully submitted.

There has been no material change in the working of the school during the past year. As at the close of the preceding year, the departmental system of teaching has been partially carried out,—the Arithmetic of the first and second classes having been taught by myself, and of the third and fourth classes by Miss Rolfe; while the Grammar of the two higher classes was taught by Miss Rogers, and of the others by Miss North. The teachers are agreed that the change of the preceding year in the system of teaching—making it partially departmental instead of wholly so—has led to the following results: There is a marked change in the general deportment of the pupils, for the better; the teachers, by each having nearly the whole control of a class, have a greater influence, morally, upon the pupils of that class, and there is a sympathy between teacher and pupil which could not be gained under the former system, but without which the present degree of deportment and studiousness could not have been attained; the teacher who is to hear the recitation, being with the class while they are preparing for it, has an opportunity to assist the pupils and direct their study to much better advantage than as if he had given the lesson no thought, and knew nothing of the method of instruction adopted by the teacher of that branch of study.

That there are many advantages in allowing a teacher to give his whole attention to one study, Arithmetic for instance, no one, who has given attention to the subject, doubts; but, to me, the above results seem to much more than counterbalance those advantages.

Excellent work has been done by the assistant teachers, and the interest and enthusiasm manifested by them in their work is very gratifying. Their is a hearty co-operation among the teachers of the school which can but be beneficial, and the highest good of the school seems to be the one thing for which they are working.

So far as possible the new course of study has been adopted in each of the classes, no important changes being necessary to its adoption. Singing has received much more attention during the year than before, and with good results; but the real benefit of singing in our schools can be seen in the Grammar School, only when the school is composed of pupils who have been thoroughly taught it from the Primary School up. At present, Mason's Music Chart, containing lessons for Primary grades, is the only one used in the school, and, I think, in the city. The introduction of the charts intended for Intermediate and Grammar Schools would materially aid the teachers, and be of much benefit to the schools.

Written examinations have been given monthly during the year; but for some reason pupils who failed to do a certain per cent. of the work required of the class were not transferred to the class below (the committee, only, have the right to make such changes,) as the teachers were directed to inform them would be the result. In order to reach those who would study from no better motive, the teachers often urged their pupils to be diligent, if they wished to remain in their classes; but no changes being made at the time they were told such changes would occur—at the close of the first term—they

ceased to regard it as true, and, naturally, thought the written examinations of little consequence. During the remainder of the year it was obvious that the result was far from being beneficial to those who were inclined to drift along instead of work their way; while it tended to discourage those who thought they ought to have credit for correctness in recitation and deportment, and to weaken the confidence of the pupil in the word of the teacher.

Book-keeping by Single Entry has been taken by the first class, in place of History, which they completed the second term. It was taught orally, so the pupils were required to furnish blank books only. The correct forms of notes, bills, receipts, &c., were taught; afterwards the uses of the Day Book, Cash Book and Ledger, were explained, and forms of entry were given which were applied to introductory exercises. The memoranda of transactions for the different sets, from "Bryant and Stratton's Common School Book-keeping," were then placed upon the board to be copied by the pupils in proper form, without any dependence upon a text-book. The last set was accomplished by them with but little aid, many of them not making a single mistake.

There being no promotions at the close of the last school year, the grade of the school has been raised one year's work; and I think the first and second classes will compare favorably with those of any Grammar School I have ever visited. The work of the second and third classes, as you are aware, has been seriously impaired, in consequence of the promotion to them of pupils who were not qualified to do the work, such promotions being necessary with the present limited amount of school room.

Under the present arrangement, I have to attend to the whole work of the first class, giving me no time during the day for visiting other classes in the building.

The pupils need assistance while preparing a lesson, as it is important that they form correct ideas of what the lesson contains, and that they do not doubly waste time by learning that which they must unlearn. Since it is necessary for me to be with my class while they are studying, I must be with them all the time, there being no one else to hear their recitations. More than this, I have not the right, so far as I can ascertain, to direct the work of any other class, except in the study of arithmetic. Thus I am, to a certain degree, held responsible for the results of that which I have not the power nor opportunity to direct. The principal of a school should have the opportunity to learn, from personal inspection, what is being done in each class, and the teacher's manner of doing it. He should have the right to so direct the work of the school that what is done by one class, and the method of doing it, shall be strictly preparatory to that of the next higher. Then, provided he were fitted for the position, he could do far better work for the school than he could if he were principal only by reason of having charge of the coming in and going out of the pupils.

The main reason why object lessons and other exercises, aside from the regular work, are of no more benefit to our schools, is that there is no gradation of the work—no system. Each teacher takes up botany, natural history, chemistry, physics, or physiology, as is most convenient or agreeable, without regard to what has been or is to be done in that study by other teachers. Much ought to be done during the four years of study in the Grammar School, in some or all of the above studies, aside from the regular work, because it would make school work more pleasant and interesting, and because they are studies which tend to develop observation, and judgment, and true thought-growth, and thus keep pupils from being dead in sight, thought, and emotion to the wonderfully interesting book of nature. This can be accomplished only by having the work carefully graded, planned, and supervised.

CHARLES E. WILLIAMS.

HIGH SCHOOL Mr. George E. Gay has been Principal of the High School during all the year just closed, and under his direction the school has prospered. We annex his report of the work for the year. The report contains several valuable suggestions that demand careful consideration.

*To the Superintending School Committee of Auburn :*

Gentlemen :—I have the pleasure to submit the following report of the High School for the past year.

The work of the school has been abnormal to a large extent. The change in the course of study, by which the standard of admission was raised, and the consequent detention of the pupils for another year, have given occasion to the introduction of a number of studies not at present included in the regular curriculum of the school, and to a complete change in our school work. The ladies of the second class have continued the study of French, reading several plays and a history of France. They have also pursued an extended course in General History and English Composition. The third class have begun French, as prescribed in the new course, and continued their Latin. This will give them time for extra work at the close of their course. The fourth class have taken Arithmetic, Advanced Algebra, Composition, and English History. The gentlemen of the second and third classes, fitting for college, lose no time by the change, and have pursued their regular studies. This extra labor has rendered the instruction in some branches much poorer than the teachers could have desired.

The attendance for the year, owing to various circumstances, has fallen below the usual average. Ninety-five per cent. is almost too low to be made public, and such that teachers and scholars may well be ashamed to acknowledge. The whole number registered during the year is ninety-four, and the average attendance sixty-four. The fact that our report is made in the middle of the year renders our average low in comparison with the whole number present. The most suitable time for a report of attendance is at the close of the school year, in June. At present our "whole number" necessarily includes all who graduate the preceding year. A more just average could be rendered of the last two terms. It would be as follows: Whole number, sixty-four; average attendance, fifty-seven. I would respectfully suggest that, in future, the reports of the school be required at the close of the school year.

At the beginning of the Winter Term, the pupils set about procuring a reference library for the school. With little effort the sum of fifty dollars was raised by subscription. To supplement this, a levee was held in Auburn Hall, at which two hundred dollars more were secured. A paper was issued that netted fifty dollars, making three hundred in all. This sum was immediately expended in the desired books. An elegant case was presented by the City Government, and we regard the foundation of our long-desired library as successfully laid. It is hoped that some plan may be proposed by which regular additions will be made to it annually.

The work of the year has been hindered by the lack of a sufficient corps of teachers. During the past term, the Principal has had his whole time in school occupied in hearing recitations. There has been no time for attention to the work of the other teachers, or to the details of discipline and instruction which properly belong to him. It is his duty to know intimately the progress and standing of every scholar, to know his home and his history, his hopes and prospects. It is his privilege to encourage, to reprove and direct. He is to watch, so far as possible, the deportment of every scholar and its moral tendency, its effect upon the individual and upon the school. In kindness and love he is to check the vices that invariably appear at the age in which he has the pupils under his charge. To these ends he is to win the confidence of every pupil, and



prove himself an able guide and worthy example. Not alone individually, but generally, is his influence to be felt. School is to be made pleasant and attractive; the discipline is to be maintained in such a manner as to promote self-reliance and self-control. A spirit of manliness must be cultivated, and the general tone of the school kept on the side of truth and honor. He is to be a cultured, balanced man. This supposes time for self-development and discipline. These demands are as important as a knowledge of the best method of instruction, a proper preparation for the recitation to be conducted, or that fund of general information which every teacher is compelled to have in order to win any success worthy of the name. But these must be neglected where six or seven difficult recitations are to be heard daily; indeed, the proper preparation for these can be made with difficulty.

A number of pupils have recited, during the year, with different classes; choosing from the regular recitations, on consultation with the Principal, such studies as it seemed preferable to pursue. I have encouraged this plan with all whom I knew to be unable to complete the course of study. So long as less than half of those who enter our school leave before graduating, I regard this privilege of the highest importance. In our schools there should be no iron walls between classes. Gradation and classification are necessary, our work would be impossible without them; but they are means, instruments for the prosecution of our work, and where they interfere are to be broken and disregarded. Not that I would dissuade a scholar from pursuing the regular course. On the contrary, I would use every effort to persuade him to complete it. But when these failed, that I might retain him in school as long as possible, I would offer him the additional motive of the privilege to study Book-keeping, or Physics, or Chemistry, or Botany, or the Classics, with an advanced class. A too strict classification has evils scarcely less than an entire lack of classification. The better scholars become restless and careless, the poorer are goaded and terrified, till school becomes a prison. Teachers acquire the habit of general instruction to the entire exclusion of individual assistance. The teaching, instead of being varied to suit each scholar, is calculated to reach the poorest, and the natural tendency is to making all poor. All alike come to depend upon the teacher for every explanation. The habit of individual research is cramped and stifled. This is the great fault with scholars when they present themselves for admission to High Schools, and, too frequently, when they leave it. The power to think, to reason, to investigate, is of infinite importance in comparison with the memory of facts, or the perception of colors and forms. They are but the foundation on which reasoning is built, and the superstructure should be begun long before the pupils commence studying the higher Mathematics or the relations of words and sentences. And yet the figure is faulty, for foundation and structure should proceed together. Let me say, rather, that perception and memory are the body, while thought is the animating soul; the former useful only as it serves the latter. Every possible precaution should be taken by superintendents and teachers that this power be cultivated properly. Mistakes, carelessness, oversight here, are fatal.

With one other suggestion I close this already too lengthy report. I have found it necessary, in order to finish the work planned for the year, to require five recitations per week from each class. This crowds the time devoted to Rhetorical Exercises, Music and Spelling, to an extent that materially lessens their value. I see no remedy except in an additional week at the close of each term. The extra expense would be small, while we should have ample time for all necessary general exercises.

GEORGE E. GAY.

**COURSE OF STUDY.** Your Committee, after a careful consideration, concluded to change somewhat the course of study in the graded schools of the city, with a view to raise the grade of all the schools. The need of such a change was most noticeable in the qualification of pupils for admission to the High School, or rather of their having finished the course of study in the Grammar School.

Very many scholars, either from necessity or inclination, close their studies in the Grammar School. To such, the change in the grade, making it one year's study higher, must be an advantage, and to those who take the full course a greater advantage in having a much better preparation for college.

The following is the course of study adopted by the Committee, prior to the Fall Term of school, 1873 :—

#### PRIMARY SCHOOLS.

**Third Class.** *Reading*—Word teaching, from Charts and Blackboard ; Harper's First Reader, Nursery, and other reading. Sounds of letters.

*Spelling*—Words in First Reader, and scholar's own name by sounds and letters. *Printing*—Small letters and short words. *Drawing*—Elementary, with lessons on form and size. *Numbers*—Counting by objects ; making figures. *Singing*—At least twice each session, with frequent exercises in vocalizing. *Gymnastics*—At least twice each session. *Morals and Manners*—Daily oral instruction

**NOTE.**—Special attention to discipline throughout this first year.

**Second Class.** *Reading*—Harper's Second Reader, and other reading. Sounds of letters. Punctuation. *Spelling*—Speller, words from reading lesson, name of school, city, county, state and country ;—all by sounds and letters. *Printing*—Words and sentences. *Script Writing*—Begun, with slate, and on paper with lead pencil. *Drawing*—Plane rectilinear figures, in connection with lessons on form. *Numbers*—Counting to 100 consecutively forward and backward by 1's and 2's ; adding and subtracting, mentally, concrete and abstract numbers through 10 ; Roman numerals to L. *Singing*—At least twice each session, with frequent exercises in vocalizing. *Gymnastics*—At least twice each session. *Morals and Manners.* Daily oral instruction, from Hall's "Manual of Morals."

**NOTE**—Thoroughly review each subject from the beginning.

**First Class.** *Reading*—Harper's Third Reader, First Book of Nature. Sounds of letters. *Spelling*—Speller ; words in reading lesson, name of school, months, days of week, and seasons ;—all by sounds and letters. *Writing*—Book No 1. *Drawing*—Daily, plane curvilinear figures, map of school-room and yard. *Numbers*—Counting by any one of the nine digits to 100, forward and backward ; Addition and Subtraction tables through "10" constructed by the pupils. Roman numerals to C, daily exercises in combining numbers. Warren Colburn's Mental Arithmetic—*daily drill.* *Declamations or Recitations*—Every other week throughout the year, by each pupil. *Composition*—Words selected from reading lesson, and framed into oral and written sentences. *Singing*—At least twice each session, with frequent exercises in vocalizing. *Gymnastics*—At least twice each session. *Morals and Manners*—Daily oral instruction, from Hall's "Manual of Morals"

**NOTE**—Thoroughly review each subject from the beginning.

#### INTERMEDIATE SCHOOL.

**Second Class.** *Reading*—Harper's Fourth Reader, Geography and First Book of Nature. Sounds of letters. *Spelling*—Speller ; words occurring in any lesson ; spelling

by sound continued; written spelling begun. Abbreviations begun. *Writing*—Book No 2, daily. *Drawing*—Daily, plane figures and simple solids. *Numbers*—Counting by any digit forward and backward; Addition and Subtraction tables through "12"; Multiplication and Division tables through "10," constructed by the pupils; Roman numerals, Notation and Numeration of whole numbers and decimals to four places; Rudiments of Written Arithmetic through Subtraction, Mental Arithmetic, *daily drill*. *Geography*—"Our World," No. 1, to part third Exercises on Outline Maps, map drawing. *Declamations or Recitations*—Every other week through the year, by each pupil. *Composition*—Written descriptions of familiar objects, with attention to use of capitals and punctuation. *Facts of Science*—Oral instruction. *Singing*—At least twice each session, with frequent exercises in vocalizing. *Gymnastics*—At least twice each day. *Morals and Manners*—Daily oral instruction.

NOTE.—Thoroughly review each subject from the beginning.

First class. *Reading*—Harper's Fourth Reader, Geography, Second Book of Nature, Sounds of letters. *Spelling*—Speller; words occurring in any lesson; spelling by sounds continued; written spelling; Abbreviations continued. *Writing*—Book No 3, daily. *Drawing*—As in Second Class, daily. *Numbers*—Multiplication and Division tables through "12," constructed by the pupils; Notation and Numeration of whole numbers and decimals to seven places; written Arithmetic, Rudiments, through Division, Mental Arithmetic, *daily drill*. *Geography*—"Our World," No 1, completed. Exercises on Outline Maps, map drawing. *Declamations or Recitations*—Every other week through the year, from each pupil. *Compositions*—Written descriptions of familiar objects, with attention to the use of capitals and punctuation. *Singing*—at least twice each session with frequent exercises in vocalizing. *Gymnastics*—at least twice each day. *Facts of Science*—Oral instruction. *Morals and Manners*—Daily and oral instruction.

NOTE.—Thoroughly review each subject from the beginning.

#### GRAMMAR SCHOOL.

Fourth Class. *Reading*—Harper's Fifth Reader, Geography and Third Book of Nature. Sounds of Letters. *Spelling*—Speller; words occurring in any lesson; names of common trees and flowers; sentences from the reading lesson, written daily from dictation; spelling by sounds continued; written spelling; Abbreviations continued. *Writing*—Book No. 4, daily. *Drawing*—Twice each week. *Numbers*—Written Arithmetic, Rudiments to Compound Numbers; Mental Arithmetic, *daily drill*. *Geography*—"Our World," No. 2, pp 25-84 Exercises on Outline Maps; map drawing. *Declamations or Recitations*—Three each term, from each pupil, throughout the year. *Compositions*—One each week, from each pupil; also weekly exercises in reading compositions before the school. Capitals and punctuation. *Grammar*—Oral and Kerl's First Lessons, to page 35. *Singing*—Twice each session; frequent exercises in vocalizing. *Gymnastics*—Twice each day. *Morals and Manners*—Daily.

NOTE.—Thoroughly review each subject from the beginning.

Third Class. *Reading*—Harper's Fifth Reader, Geography, Third Book of Nature, Sounds of letters. *Spelling*—Speller; orally and by writing, words from any text book, sentences written from dictation, spelling by sounds. *Writing*—Book No. 5, twice a week. *Drawing*—Twice a week. *Numbers*—Written Arithmetic, Rudiments completed, except Metric System; Mental Arithmetic, *daily drill*. *Geography*—"Our World," No. 2, pp 84-133, and introduction to Part I. *Grammar*—Kerl's First Lessons, to page 100. Daily exercises in parsing. *Declamations or Recitations*—Three each term from

each pupil, throughout the year. *Compositions*—Weekly, including sketches of distinguished men. *Singing*—Twice each session; frequent vocalizing. *Gymnastics*—Twice each day. *Morals*—Weekly exercise from text book.

NOTE.—Thoroughly review each subject from the beginning.

Second Class. *Reading*—Harper's Sixth Reader, Geography, and Book of Nature; Sounds of letters. *Spelling*—Speller completed, words from any lesson, and from Dictionary; exercises written from dictation; spelling by sounds. *Writing*—Twice each week. *Numbers*—Practical Arithmetic, sections 89-304; Mental Arithmetic, *daily drill*. *Geography*—"Our World," No. 2, completed and reviewed; Outline Maps, map drawing. *Grammar*—Kerl's First lessons completed and Parser commenced. *Declamations or Recitations*—Three each term from each pupil. *Compositions*—Weekly, including sketches of distinguished men. *Singing*—Twice each session, vocalizing. *Gymnastics*—Twice each day. *Morals*—Weekly exercise from text book.

NOTE.—Thoroughly review each subject from the beginning.

First Class. *Reading*—Harper's Sixth Reader, History, Book of Nature, Sounds of letters. *Spelling*—Words from any lesson and from Dictionary; spelling matches. *Writing*—Twice a week; Single Entry Book-keeping. *Numbers*—Practical Arithmetic completed and reviewed from beginning, except Metric System; numerous practical examples not found in text book; Mental Arithmetic, *daily drill*. *Grammar*—Kerl's higher, Parser, daily exercises in analysis and parsing. *History*—United States History completed. *Declamations or Recitations*—Three each term from each pupil. *Compositions*—Weekly, upon miscellaneous subjects. *Singing*—Twice each session; vocalizing. *Gymnastics*—Twice each day. *Morals and Manners*—Familiar lectures by the teacher, once each week.

NOTE.—Thoroughly review each subject from the beginning.

## HIGH SCHOOL.

		COLLEGE.	CLASSICAL.	ENGLISH.
FOURTH CLASS.	Fall	Latin Grammar. English Analysis. Algebra. Book-Keeping weekly.	Latin Grammar. English Analysis. Algebra. Book-Keeping weekly.	Physical Geography. English Analysis. Algebra. Book-Keeping weekly.
	Winter.	Latin Reader English Analysis. Algebra. Book-Keeping weekly.	Latin Reader. English Analysis. Algebra. Book-Keeping weekly.	Physical Geography. English Analysis. Algebra. Book-Keeping weekly.
	Spring.	Latin Reader. Ancient Geography. Algebra. Book-Keeping weekly.	Latin Reader. Physiology. Algebra. Book-Keeping weekly.	English Analysis. Physiology. Algebra. Book-Keeping weekly.
THIRD CLASS	Fall	Cæsar. Greek Grammar. Ancient Geography. Eng. Composition weekly.	Cæsar. French. Governmental Instructor. Eng. Composition weekly.	Algebra. Physiology. Governmental Instructor. Eng. Composition weekly
	Winter.	Cæsar. Anabasis. Geometry. Eng. Composition weekly	Cæsar. French. Geometry. Eng. Composition weekly	Natural History. Advanced Arithmetio. Geometry. Eng. Composition weekly
	Spring	Cicero. Anabasis. Geometry. Eng. Composition weekly	Cicero. French. Geometry. Eng. Composition weekly	Natural History. Advanced Arithmetio. Geometry Eng. Composition weekly
SECOND CLASS	Fall.	Cicero. Anabasis Latin Prose.	Cicero. Natural Philosophy. Geometry.	General History. Natural Philosophy. Geometry.
	Winter	Cicero. Anabasis Latin Prose.	Cicero Natural Philosophy. Rhetoric.	General History. Natural Philosophy. Rhetoric.
	Spring	Virgil. Anabasis. Greek Prose.	Virgil. Chemistry. English Literature.	General History. Chemistry English Literature.
FIRST CLASS.	Fall.	Virgil. Homer. Greek Prose.	Virgil. Chemistry. Mental Philosophy.	Political Economy. Chemistry Mental Philosophy.
	Winter	Virgil Homer. Rev. Gr. and Lat. Prose.	Astronomy. English Literature. Mental Philosophy.	Astronomy English Literature. Mental Philosophy.
	Spring	Rev. Latin, Greek, and Mathematics of the course.	Geology. Moral Philosophy. Botany.	Geology Moral Philosophy. Botany.

AUGUSTA.

The Superintending School Committee submit their annual report for the year ending March 14, 1874, as follows :

Amount apportioned by the city for support of schools.....	\$6,250 00
Amount received as bank tax from State .....	1,500 24
Amount received as mill tax from State.....	9,235 20
	<hr/>
Making a total of.....	\$9,985 44
The Village District raised by tax an additional sum of.....	9,000 00
	<hr/>
Making in all.....	\$18,985 44

The sum of \$7,750 24, less \$124.04, which was divided to the smaller districts, was divided per capita to the districts out of the Village District.

In closing our report we are happy to be able to say that our schools have been, on the whole, as profitable and of as high rank as any previous year that we have had charge of them. No school can be reported as a failure. In every one something has been accomplished, and in several the progress has been most gratifying. Our teachers have generally done their work well, and have shown themselves interested and zealous. What we need, in a far greater degree than we have ever yet had, is the hearty, earnest and intelligent co-operation of those parents who send their children to the schools. It is almost indispensable to success that such parents should manifest some interest in the school and in the teachers,—should know that their children attend, and that, too, regularly and seasonably, and that they perform all their tasks, and conform in all respects to the established regulations; they should provide all necessary books; should take an interest in their studies, and encourage and assist them when difficulties are encountered and they begin to feel discouraged. Parents should visit the schools often. In those schools where parents have been present at the examinations, thus showing their interest in their children and the work of the teacher, we have invariably found the best schools.

During the past few years the most satisfactory changes have been made in the school houses in the city. Several have been reconstructed and made as good as new, and in some districts new structures have taken the place of the old. The majority of our school-houses now are in a very good condition, being both attractive and comfortable. We have already referred to the new school-house in district No 2. The house is large, convenient and attractive, and its influence already upon the community and school is of the most beneficial character. It would have been impossible, in the wretched old house that was used for many years, for the best teacher to have achieved any very marked success.

We feel constrained to call attention to the condition of the school-house in district No. 10. It is a gloomy, comfortless, unattractive old house, just the place that pupils dread to enter, and when once within its walls, from which they long to escape. The school-room is itself a relic of the past. Here is found the inclined plane, down and up which the scholars are descending and ascending every hour of the day. Here are found the old fashioned benches, where the smaller pupils sit through the long hours swinging their feet, unable to touch the floor below. The room itself, with its surroundings, is just fitted to dispirit a teacher and discourage scholars. We earnestly exhort the inhabitants of this district to arise and build. And we express the hope that the good work done in district No. 2 may be imitated here, and that we may be able to report of this district next year like happy results.

GEORGE E WEEKS, }  
 C. F. PENNEY, } S. S. Committee.  
 DAVID CARGILL, }

## BATH.

One year ago a full and extended report of the condition, wants and prospects of the Public Schools, was made to your honorable body. The Report was extensively circulated in the city, and I trust generally read by the citizens, especially by those who have children in the schools, for whom it was more particularly written. It has also been extensively circulated in the country, having been sent in exchange to most of the cities and large towns. In the present Report, I need not dwell on many of the topics discussed last year; but there are other topics on which it may be well to say something.

Our public schools are of great interest to the citizens, and their present condition will compare well with those of any other city, not only in our State, but in New England.

## STATEMENT OF THE EXPENDITURES FOR 1873-74.

<i>Income</i> —Appropriation.....	\$17,500 00
From State Treasurer.....	5,418 16
Transfers and Tuition.....	650 38
Due School Committee.....	65 16
	\$23,633 70
<i>Expended</i> —Salaries of Teachers.....	\$14,665 16
Fuel.....	1,787 13
Miscellaneous.....	3,593 84
School Books.....	1,291 25
Extraordinary repairs.....	2,296 32
	\$23,633 70

Comparing these expenditures with those of last year, it will be seen that there is no essential difference except in the sum expended for repairs.

**CONDITION OF THE SCHOOL HOUSES** The school houses of this city are now nearly all in good condition, most of them in excellent condition. The only exceptions, are the two Primary school houses, the one in the Oak Grove in the upper part of the city and the one on Washington street in the lower part of the city. The house in the Oak Grove will need to have a new floor the ensuing season and also new chairs and desks. The present old-fashioned wooden benches, hard and uncomfortable and small, are no longer fit for use. A change must be made beyond peradventure in this house. I doubt if another school house in the city surpasses this for economy. It was built about twenty years ago by contract, from foundation to top, for it is founded on a rock, for the moderate sum of \$300. An addition was made to it at a cost of \$109. This is the whole cost of the house till the present time, with the exception of very small sums in repairs. With new floors, chairs and desks, the house will be good for several years to come.

**SCHOOL BOOKS.** The present makes the sixth year since the city began to furnish school books for all the children in the public schools.

For convenience sake and as a matter of reference, the cost of school books to the city is here given for each year from beginning:

1868-69—First year.....	\$1,583 52
1869-70—Second year.....	2,795 49
1870-71—Third year.....	1,224 08
1871-72—Fourth year.....	1,674 44
1872-73—Fifth year.....	1,591 72
1873-74—Sixth year.....	1,291 25

The average cost of school books to the city, thus far has been \$1,693 40 per annum.

The reader will also notice, as he runs his eye over the above column of figures, that

there has been a gradual diminution each year in the cost of books, though the population of the city has, the most of these years, been steadily increasing, the last year or two increasing to a considerable extent. Of course it is not to be expected that this diminution will continue any longer beyond the last year, with the present increase of population, though the cost pro rata for the pupil may diminish possibly a little more in the future.

The past year, the average whole number of pupils being 1,703 and the cost of school books \$1,291 25, gives the cost per pupil 75 cents and a fraction of another cent. This is perhaps about one quarter of its cost per scholar, to that before the books were furnished by the city. This is a mere estimate. I have no means at present of knowing the exact cost to the parents of the city of school books when they were provided at their own expense. I think, however, the parents who in former years furnished books for their children, will be ready to allow that the general average of the cost of books was not less than \$3 00 for each child per annum.

It is ordered by the School Committee that in all cases where pupils destroy or intentionally injure the school book loaned them by the city, their parents are required to furnish new books in the place of those destroyed or abused. The following law passed by the Legislature in 1873, makes this duty plain :

"Sect. 1. When a pupil in the public schools of any town shall lose, destroy, or unnecessarily injure any school book or school appliance, furnished such pupil at the expense of said town, the parent or guardian of such pupil shall be notified of the fact, and if the loss or damage is not made good to the satisfaction of the school committee within a reasonable time, it shall be the duty of said committee to report the case to the assessors of such town, who shall include in the next town tax of the delinquent parent or guardian, the value of the book or appliance so lost, destroyed, or injured, to be assessed and collected in the same manner as other town taxes.

"Sect. 2. School committees are hereby authorized to make such rules and regulations for the distribution and preservation of school books and school appliances furnished at the expense of the town as they may deem proper, provided the same shall not be repugnant to the laws of the State."

The purchase of the school books is ordered by the Superintendent of Schools. The discount on the larger portion of them is 40 per cent. Some of the books used in the High School, where only a few are used in a year, and published by houses of whom small purchases are made, are necessarily bought at a less discount, 33½ per cent, or perhaps, in some rare cases, 25 per cent even. The books have been hitherto kept, at the order of the School Committee, in the book store of Mr. John O. Shaw. Mr. Shaw sends for the books from time to time as they are wanted, at the order of the School Committee. He receives no commission for sending for, receiving, storing and delivering to teachers the books. He simply charges the actual cost and expenses. The only profit he derives for his trouble, is the incidental profit on the sales of stationery to teachers and pupils, the most of which he probably gets from the books being kept on deposit at his bookstore. This is small pay enough, though perhaps either of the other booksellers would receive the books on deposit on similar terms.

The City Council may at any time direct the school committee to keep the books on deposit in some room in the city hall building.

The advantages of furnishing school books to the pupils of the public schools by the city are several.

1. Its economy. The books are purchased at a wholesale rate, at a discount from the usual retail trade of from 33½ to 40 per cent. Then the books are used till worn out. In the High School, it is found that the same books will answer for three classes usually. In the lower grades of Schools, of course, the books are worn out sooner. It is seen above that the average cost of books for a year, is about 75 cents per pupil for the whole city. This is a great saving over the old expenditure.



2. Convenience. All the pupils are supplied with books on the first day of the term. There is no waiting for dilatory parents to furnish books for their children, sometimes even to the middle of the term. The teacher has books furnished on the first day of school, and is held responsible for them, and gives out books to the pupils and holds them responsible. Much time and trouble are thus saved.

3. Classification. Pupils are more easily and can be better classified. The Pupil is examined, his qualification considered and then suitable books are given. Formerly parents bought larger books for the older children and refused to buy smaller books for younger ones, saying, "let the younger children read with the older; if they are not qualified now, they will soon be; I cannot afford to buy another book, when this will answer in so short a time." Thus many pupils suffered from ill-classification and do at this time in most of the rural schools in this State. This will be remedied in a very good degree, when cities and towns furnish school books for all the pupils at the public expense.

4. Facility for exchange. If the present books we use are not the best, they can be easily exchanged and new ones introduced with less trouble and at less expense.

5. Reference books. A larger number and variety of reference books may be furnished to the teachers at a small expense. This is an important item. Every teacher's desk ought to be furnished with a good Dictionary, a variety of the best books on the different branches taught in the school as well as treatises on the best methods of giving instruction. When the city or town furnishes school books all the teachers' desks can be easily and cheaply furnished with suitable reference books.

6. The books better cared for. I have found that one of the first questions asked, is: "Are the books as well cared for, when owned by the city, as when furnished by individuals?" And in most cases the impression seems to be that they would not be likely to be. From experience, it has been found in Bath, that the books are as a whole quite as well if not better taken care of now, than in former years when parents furnished their own books. Teachers have more control of the books. They have the exclusive control, and can more easily prevent defacings, pencil marks, &c. Those pupils who have never learned to take good care of their books at home or in school, are taught, and if unwilling to learn, are compelled to do so, and it is a matter of no small consequence to the habits of such pupils in after life, that they have the opportunity to acquire good habits in this respect under the direction of the teacher.

7. Uniformity. There is a general demand for uniformity of text-books everywhere. What method of securing town uniformity has yet been devised, so ready, so practical, so easy to accomplish, as to have the books furnished by the town or city? This secures uniformity at once, for the books are purchased and placed in all the schools, by the school committee of the town.

8. The propriety of furnishing free text books. Education has long been regarded as of the utmost importance in a free government like that of our own country. The propriety of providing school houses and instruction, has been generally recognized. But in order to perfect the means of acquiring education, every needed facility must be provided. The school books must be as free as the instruction, or as the school room, or apparatus. All the means of instruction ought to be as free as the air we breathe. It ought not to be possible for the parent to deprive his children of the privileges of the common schools. Is the school free? Are the text books free? What then hinders the poorest child from acquiring a good education? Nothing. Furnishing free text books removes the last impediment. Education becomes then as free as air and water.

The above are some of the advantages of free text books, in our public schools. The result of the six years' trial of furnishing books free to all in the public schools, are

most satisfactory. I am confident that nearly if not quite all of the citizens of Bath approve of the plan of furnishing free text books, and wish to continue the system.

More attention has been given to this matter the past year, among educational men and by the larger towns and cities, than at any previous time. I have received, within one year, many letters of inquiry in regard to the workings of our plan of furnishing free text books, our experience and the results of that experience. These letters have come from widely distant places in the United States. They all indicate that the tendency of mind of the friends of education is in the same direction, viz: that of making education perfectly free to all.

**EXAMINATIONS OF SCHOOLS.** In former years, examination of pupils in schools, was oral and took place at the close of every term, three times in the year. Now the examinations are nearly all written examinations. These take place about once a month in the High and Grammar Schools, one of them coming near the close of every term. They constitute the chief test by which pupils are promoted from class to class.

There is one public oral examination at the High School at the end of the winter term and one in the Grammar Schools at the close of the spring term. These examinations are always interesting to parents and friends of the pupils. They make a pleasant close to the work of the term and give visitors an opportunity to see the schools and the work of the scholars and their enjoyment of the every day life of the School-room.

**DRAWING** Regular instruction in drawing is given by the teachers in all the schools of the city. The introduction of drawing into our schools is deemed one of the most important steps of improvement which has been taken for years. Indeed, the schools would be falling behind the demand of the times without instruction in this art. The public mind is getting rid of the idea that only a few persons need be taught to draw, and coming to understand that all can be taught this valuable and practical accomplishment. Horace Mann said some twenty-five years ago that "almost every pupil in every school, could draw with ease and most of them with no inconsiderable degree of beauty and expression, if drawing was introduced as one of the common branches in school." Walter Smith, late from England, now employed by the State of Massachusetts and the city of Boston to give instruction in drawing, asserts that during a large personal experience in teaching drawing in England, he did not find one out of ten thousand pupils who could not be taught to draw. There is hardly a mechanic, who would not be a better workman and receive higher wages if he was acquainted with instrumental drawing. Mr. C. B. Stetson's work on Drawing is in use in our schools, a work well adapted to the common schools in New England. It ought to be in use in every public school in our State. There are other good works, but I have met with none which seem to me so well adapted to the common country schools throughout the State. All teachers can easily qualify themselves to teach, by the use of this little book.

**PENMANSHIP AND BOOK-KEEPING.** The School Committee have been desirous, for some time, of making better provision for teaching penmanship and book-keeping in the Grammar and High schools, but have hitherto been unable to do so. They have now engaged a young man, Mr. Charles M. Robinson, to give instruction in penmanship. Perhaps afterwards, an arrangement can be made to give instruction in book-keeping in the High and to a limited extent in the Grammar Schools. Mr. Robinson is to commence the present or spring term. This being the last term of the school year, there will be an opportunity to see the beneficial results of special teaching in penmanship and continue or otherwise as shall seem best after one term's experience. Mr. R. comes with good testimonials and promises to do good work.

At present book-keeping is taught two terms in the year, arithmetic is reviewed and a little attention given to commercial arithmetic. As much is done in this way, as can be conveniently accomplished, without more teachers. Two lessons in penmanship are

to be given in the High and Grammar schools each week, during the ensuing term by Mr. R.

**TEACHERS' MEETINGS.** Teachers' meetings have been held during the whole of the last year, on Thursday evening of each week, unless postponed on account of the weather, or for some other necessary reason. To many of the teachers, who attend them regularly and take an interest in them, they have been profitable. No city or town will be likely to have an efficient body of teachers without frequent meetings and conferences. It is expected that all teachers in the public schools will be present at these meetings. All who are interested in their work, and are endeavoring to improve themselves and their schools, will endeavor to be present, and will seldom be absent, and then only for good reasons.

The last year, one or two of the teachers have occupied about twenty minutes each, at every session, in discussing the best methods of teaching arithmetic, English grammar, geography, reading, elocution, physiology, &c.

Since last September, the teachers have been divided into two sections, in these meetings. Teachers and assistant teachers of the Primary schools constitute one section, and meet on Tuesday evening, at half past four in the winter and at five in the spring term. Miss Moses has charge of this section, giving regular instruction in methods of teaching suited to the special wants of the Primary schools. I said in the Report last year:

"We now need in connection with our high School a normal and training department, where facilities may be provided for our teachers and graduates of the High School to become acquainted with the latest and best methods of instruction. Most forget that teaching is a profession and requires special preparation, like every other occupation or profession. There is no more reason to expect that a teacher will succeed without special preparation than that a lawyer or clergyman will be successful without any preparation in the study of law or theology. Every profession requires special preparation for the attainment of eminent success. So it is with the profession of the teacher. And when all, who propose to become teachers, shall act in accordance with this truism, it will be a better day for our schools and a better day for our teachers. The special training required by our teachers, can only be had at the Normal School, or in the Normal Department of our High School, and in the practice of the profession. Graduates of the High School have a knowledge of text books and an acquaintance with the subjects to be taught, but too often they lack the peculiar ability to teach, and to adapt their instruction to the wants of pupils. Graduates themselves, when they become teachers, soon see their deficiencies and in many cases labor faithfully to overcome them."

The present work of Miss Moses, is an attempt to supply in some degree the want above mentioned. It is intended to have this work continue regularly through the year. In the following paper, Miss Moses gives some account of the work she has hitherto done for the teachers of the Primary Schools:

MR. DIKE: *Dear Sir*—In accordance with your request I will give some account of the meetings which I have held with the teachers of the primary schools.

We began our meetings the first of September, and have held meetings Tuesday immediately after the afternoon session at the High School. With the exception of two weeks when we were prevented from assembling by storms we have had no interruptions for the present year.

We have studied to fit ourselves to adopt in our teaching more philosophic methods than the old memorizing method, to lead the children to acquire knowledge by the use of their senses, to accustom them to observe more, to think more. Although we know that as yet we have only made a beginning in this work, we feel that the results show that we are working in the right direction, and hope by earnest efforts to do more for the good of our pupils the coming year.

To aid us in our work, we have, every week, written sketches of lessons on different subjects, mostly on reading and arithmetic. In addition to this we have had a lesson given by some one of the teachers; to this lesson the other teachers have given their closest attention, noting any points where it could be improved; then, after the children have been dismissed, we have criticized this lesson in respect to the plan, the appearance and interest of the children, the appearance of the teacher and the ability manifested by her. In criticising any point, we have endeavored to show how the lesson could be

improved, and show why the way we suggest would be better than the criticised way. In this way we have tried to make the lessons as practical as possible.

This work has required much study on the part of the teachers, and most of them have worked cordially and earnestly with me; they have shown a zeal which cannot fail to make them more and more useful in their work, and which even now, as far as my limited opportunities allow me to judge, has wrought a marked improvement in their schools.

L. T. MOSES.

The teachers of the Grammar and High School, continue to meet on Thursday evenings, as on previous years, for conversation, mutual improvement and the discussion of subjects which have practical application to daily life in their school-rooms.

**EXAMINATION OF TEACHERS.** All applicants for positions as teachers in this city, are required to pass a satisfactory written examination before entering on their work, unless they have already been once examined. Applicants for higher positions than they now hold, are also required first to pass a satisfactory written examination. The annual examination of applicants for schools in the city, is held the first of July each year at the time of the annual examination for admission to the High School. And all persons desirous of procuring situations as teachers in Bath, whether residents of this city or otherwise, are requested to present themselves for examination at that time. Such applicants for schools also now have the opportunity of attending the teachers' meetings at the High School on Tuesday evenings, where they can better qualify themselves for teaching in the public schools. And it is urgently recommended to all candidates for schools, to attend these meetings for one or two terms at least previous to their acceptance of the position of teacher.

#### POPULATION.

The estimated population of Bath.....	10,175
No. of children from 4 to 21, April 1st, 1874.....	2,840
No. in April, 1873 .. .. .	2,997
Decrease for the year.....	157

**PRIMARY SCHOOLS** Instruction ought to be, and is attempted to be given in all the common branches in this grade of schools. More or less pupils get no further school education than what they obtain in Primary Schools. It is important therefore that they have the opportunity to read, write, spell, draw, study Arithmetic, Geography, Grammar, Physiology, History, &c. Instruction is therefore given them in these subjects, according to their capacities. On some of the topics, oral instruction only can be given. On others, simple text books are used.

**READING.** In general it may be safely said that reading has not been successfully taught in our Primary schools. Habits are apt to be formed there which are not easily broken up in after years. The old method of learning a, b, c, is now giving way. New methods have been tried. The phonetic, in which a character is used for each elementary sound, the phonic, the word method, &c. In these new methods, some difficulties are obviated, while others remain not fully met, so that it may be doubted whether the best method has been any where put in practice.

At the last meeting of the National Educational Association in August, 1873, Mr. Farnham, Superintendent of Schools in Binghamton, read a paper describing a method which has been tried with success in the public schools of B two years or more. For the sake of bringing his method to the attention of our teachers, extracts are made from the papers sufficient to give an idea of his peculiar method of teaching reading:

“Language a Medium of Thought. Printed or written words, instead of being a *medium*, through which the mind unconsciously attains to thought, becomes an obstacle by being made the *direct object of attention*. You look through your window to what is passing in the street. You do not notice the glass that intervenes. But turn your

attention to the glass and it becomes almost as complete a barrier to your vision as if it were opaque. So it is with language. To be a medium of thought, it must be used unconsciously. We listen to the speaker and are only conscious of the thoughts he utters. We look upon the printed page, and are not conscious of the forms of words or of letters, but only of the thoughts of the author. We speak and are only conscious of what we wish to say, and not of the means or manner of saying it. This is the use of language as a medium, not an end. If taught as an end, it will take long years to reverse the order, and make it take its proper place as a medium. Language taught indirectly. To meet these conditions, means must be devised for teaching graphic language, as we have acquired the oral by making it a secondary rather than a primary object of attention. To do this, it must be taught incidentally and indirectly, for what is directly taught becomes a first object of attention. The letters, the words, and their proper arrangement must be so associated with their use, that the one suggests the other immediately. Thought must precede expression, but expression must immediately follow, or thought itself will have no power.

Means used —First Step—It now only remains to describe the method by which we seek to meet these conditions and the results thus far accomplished. Of course the first object is to secure the confidence of the child, without which no good results will follow from any method, this done we commence by forming simple thoughts in his mind, which he is led to express orally. We do this by placing an object in his hand and call upon him to state what he has, he will naturally show his object which is usually some toy representing some animal, household utensil, or some familiar object, such as a cat, dog, horse, chair, knife, or book, and will usually answer, 'I have got a knife,' by a little ingenuity on the part of the teacher, the child will be led to correct this expression, and say, 'I have a knife.' In like manner each member of the class is called upon to state what he has. The children may now change objects and repeat the exercise. As they gain confidence and freedom of expression, two or more children take hold of the same object, when one of them will give expression to the thought, this changes the subject. Then one holds the object and another tells him what he has. In like manner we proceed until relations have been formed calling for the use of all the common pronouns, together with the names of as many objects as we find it convenient to use. The degree of intelligence of the class will determine the length of time to be devoted to this object. It may take a few days or a few weeks to give the children sufficient readiness in perceiving relations and expressing the exact thoughts. No effort is made to teach new things but only to make the children familiarly conscious of the simple forms of speech they already have, and to strongly fix the habit of proceeding from the conscious thought to its expression. Our reasons for using these forms of expression are, first the relations are easily made concrete, and they appeal to that kind of selfishness characteristic of children which is so observable in their plays. Indeed they come to regard the exercise as a kind of play and enter into it with much spirit.

Second Step—The teacher will next come before her class, and with nothing in sight tell them she has something; as, 'I have a knife.' She will then call upon a child to tell her what she has. The child answering, 'You have a knife.' Teacher, 'How do you know I have a knife?' Child, 'You told us you had.' The teacher will then show the knife to confirm the statement. In the first stage the thoughts are formed by the use of language, the child going from the language to the thought expressed, the concrete relation being formed in obedience to the impulse given. Two or three lessons of this kind are usually sufficient, the object being accomplished when the child readily responds to the conditions expressed.

Third Step—The third step introduces the class to the graphic expression. The teacher in a clear bold hand writes what she has before said. 'I have a knife.' Of

course no child has the slightest idea of what is expressed. The teacher calling a child to her puts the object into his hand, when he will instantly respond, looking at the writing, 'I have a knife.' Another sentence is now written, and another child is made to enunciate in like manner. The process is continued until a number of sentences are on the boards, the children still holding the objects in their hands, each one is now called upon to select and read his own particular sentence which he will usually do, remembering its location and having the objects still in hand to form the thought.

"Mistakes will occur but they are readily corrected by the teacher, who has only to keep thoughts and expressions properly associated. The child, depending upon the object for expression, gives only secondary attention to the words upon the board, and of course but slight impression is at first made. The play, as the children are apt to call it, is now made a little more complicated by the children exchanging objects, and then selecting the appropriate sentence to express his thought. This quickens the attention and deepens the impression, still no direct effort is made to impress the sentence upon the memory. The thought formed by the object is still the first object of attention, and his oral expression has the naturalness of conversation. All the forms of expression used in the preliminary lessons are repeated in writing, and the exercise continued for a greater or less length of time, depending upon the intelligence of the class. It is now the critical period, not with the class but with the teacher, she is not satisfied with the apparent results of her efforts, she cannot see when the children will be able to read directly from the board without having the first thought suggested. But wait a little. Have faith and you shall receive your reward. By an inevitable law of mind, each repetition deepens the impression until some day as you write you shall find a little hand stretched out toward you in an eager entreaty for permission to speak. Grant the request and the child will excitedly find the object himself, and make the sentence true as the children themselves have taught us to express it. Of course the sentence has been read, and it is only a matter of form to give it oral expression. The Rubicon is now passed, the children have by this indirect method, quite similar if not identical with that by which they at first learned to talk, acquired a graphic vocabulary sufficient to express many simple thoughts, without once having the elements of this vocabulary exalted into primary objects of attention. The graphic words are a direct medium and may be used in the expression of any thought coming within the experience of the child, or that he can 'make true,' with the full assurance that they perform their legitimate office as language to the child.

"First Analysis.—Words.—Very soon an important discovery is made. As the teacher writes they will be found to recognize the separate words as they leave the crayon. Sentences that have heretofore been to them wholes, are discovered to be made up of parts, each one common to the sentences they are accustomed to use. As this is a discovery of their own made incidentally, while contemplating sentences as wholes, in the office of expressing thoughts of which they are primarily conscious, there is little danger of their being exalted into primary objects of attention, and thus reversing the order that has studiously been observed from the first. They now however use these elements as steps to reach the thoughts expressed by new combinations, but not stopping upon them nor expressing them until the thought is complete and clearly defined. We have had numerous instances of mistakes being made by the teacher in writing, either repeating a word or using a wrong one, of leaving out letters or putting them in where they did not belong, when it is found the entire class will refuse to read, being as completely befogged as if entirely unacquainted with the elements of the sentence. But if the mistake is an obvious one, the children, if allowed to do so, will correct themselves, when they will proceed to read without hesitation. New words may now be added to their vocabulary, by using them in their appropriate relations, taking

care that the new element is discovered by its necessity in expressing the new thought. Thus we continue, until we have a new supply of objects, nearly all of the personal pronouns, the names of the members of the class and the teacher, a good list of verbs, of adjectives, of adverbs, and other parts of speech, so that the children are able to give graphic expression to quite a range of thought. Slates and pencils being in the hands of the children from the first, they soon write quite legibly, which they do of their own choice rather than by requirement. Having seen only the writing of their teacher, which is free and connected, they imitate her in these particulars, and write whole words without removing the pencil from the slate.

“Second Analysis.—Letters.—Very soon a second discovery is made, which is, that words themselves are made up of parts. They learn to distinguish the different letters, and if the teacher will talk of them as though the names were familiar, they will soon know them by name, and be able to use them in the formation of words. Thus it will be seen that we begin where other methods end, and end where others begin. The child attains to the words by the analysis of the sentence, and to the letters by the analysis of words. We add words to the vocabulary, and in this respect it may be called a word method. But we only add the words in their proper relations, so that still the sentence is only the basis of our work.”

KINDERGARTEN SCHOOLS. At the National Teachers' Association the subject of the establishing of Kindergarten schools was reported upon and considered and recommended to general favor. Our children now, many of them, begin to attend school when four years old. Many parents send them thus early to relieve themselves of care. But most medical men have been protesting more and more against placing children under the discipline of the school before they have reached their seventh year. It is not well to overtax the physical and mental powers by sending to school too early; on the contrary children should be exempted from mental or bodily strain the first seven years of life. This first period of human life, is not one to be troubled much with reading, writing, spelling, arithmetic, &c., but all the powers of mind and body should be developed in the most pleasurable ways, so as best to prepare for the more serious labors which are to come afterwards. Now it is the purpose of the kindergarten to promote this very object. Children are put to the kindergarten early and thus preserved from the contaminating influences of the public streets. They are not restrained of their liberty, but taught to use it well. They are taught to discipline themselves without much outward constraint. They are happy and learn to live together properly as children, and to love one another. Their study is chiefly the study of objects. Their senses and powers of observation, are thus early educated and trained.

Why should there not be a kindergarten soon established in Bath?

Mr Philbrick, Superintendent of Schools in Boston, at a recent meeting in Wesleyan Hall University,

“Set forth that more normal school were needed, and among others Kindergarten normal schools. We have one admirable private one in Boston, but there should be one in the public system also (and indeed many in every State, as soon as there shall be teachers educated to keep them) It is in the kindergarten that children are put into intelligent possession of language, the instrumentality or the medium of all education and the key of wisdom. To superintend children's conversation over their play and work is the supreme duty of the kindergartner and requires the highest culture. In order to secure such a teacher liberal pay should be guaranteed, and there should be a fund from which young kindergartners might draw to provide themselves with materials and furniture for opening kindergartens in every town and in every ward of cities.

“We noticed lately that some munificent benefactor had given \$200,000 to the town of Newburyport for ‘education,’ indefinitely, and there was much speculation as to how

it should be appropriated. It seemed to be going a begging for appropriation! We observe that another generous friend of education has added to the already immense endowment of the Boston University another hundred thousand dollars. We constantly see notices of bequests, etc., of tens of thousands of dollars 'for education.' We beg leave to say to these benefactors of American education who give, according to the report of the national commissioner, every year, in addition to all the public appropriations, eight or nine millions of dollars for education, to remember that the true kindergarten is the foundation, not only the moral and religious, but the intellectual foundation of education; and if here, as in Europe, the highest class of minds and the broadest culture should be given to perfect the earliest education, the first step would be taken to make our education thorough and creative.

"We want a school for kindergartners from which would pour a stream of them. Even now, in our admirable Boston and New York training schools, there are young women of the first class of mind preparing themselves. They should in many cases be helped to means for collateral culture, and for repeating the course; and they should be helped to establish themselves in practical action. In almost every town a few persons want a kindergarten, and will pay a teacher; but these teachers need money to hire suitable rooms, get proper furniture and materials; and then they could begin, and would have quietness of mind and freedom from debt, which is requisite in order that they may give themselves wholly to the work. Success with half a dozen of pupils would insure their increase threefold, fourfold. What friend of the coming generation is there among us who would make an immortal good out of 'the root of all evil' by putting in trust, with some of the enlightened friends of kindergarten education, a hundred thousand dollars, more or less, to be a perpetual fountain of supply for this great purpose?

"The demand is imminent—indeed, instant—for professors of the art and for kindergartners. There are some kindergartners ready who have not the means to make their experiments. There are two places especially where professors are needed to train teachers of kindergartens in the public schools of large cities, which cannot make the experiment, because there are not enough trained teachers. One is San Francisco; another is Philadelphia. It may be said these cities are rich enough to found schools for kindergartners and supply the kindergartens. Rich in what! Not in the intelligence which the kindergarten is to make a universal growth. The divine method of initiation is to give. Would that there could be a fund of one million dollars for kindergarten purposes! We rejoice that the Boston University has a fund of ten millions; but we believe this is of not so much moment to the future of our country, as a fund one-tenth as large, devoted to the kindergarten, for that would make a foundation of rock for the whole superstructure."

The following orders of exercises have been prepared by Miss Moses as guides in the Primary Schools, for the principal and assistant Teachers. It is recommended to these Teachers to follow these orders in those respective rooms as closely as possible:

*Order of Exercises for Assistants of Primary Schools.* A. M.—9 to 15, Devotional Exercises; 9 15 to 9 45, Reading of Children in Room; 9 45 to 10 15, Reading and Tablets; 10 15 to 10 20, Gymnastics; 10 20 to 10 45, Reading of Children in Room; 10 45 to 11 15, Recess, 11 15 to 11 35, General Exercise; 11 35 to 12, Spelling and Arithmetic.

P. M.—2 to 2 10, Dictation; 2 10 to 2 20, Phonetics, Roman Numbers, Tables; 2 20 to 2 35, Number; 2 35 to 3, Reading of Children in Room; 3 to 3 05, Gymnastics; 3 05 to 3 30, Reading of Number; 3 30 to 3 45, Number; 3 45 to 4 15, Recess; 4 15 to 4 30, Reading and Spelling; 4 30 to 4 45, Reading and Spelling; 4 45 to 5, Number of Primer Classes.



*Order of Exercises for Principals of Primary Schools.* A. M.—9 to 9 15, Devotional Exercises; 9 15 to 9.45, General Lesson; 9 45 to 10.20, Preparation for Reading and Arithmetic; 10 20 to 10.35, Preparation for Reading and Arithmetic; 10 35 to 10 45, Dictation; 10.45 to 11.15, Recess; 11.15 to 11.25, Spelling; 11.25 to 12, Spelling and Arithmetic.

P. M.—2 to 2 10, Singing; 2.10 to 2.40, Geography; 2 40 to 3, Reading; 3 to 3.10, Gymnastics; 3.10 to 3.30, Reading; 3.30 to 3.45, Arithmetic; 3 45 to 4.15, Recess; 4 15 to 4.30, Phonetics, Roman Numbers, Tables; 4 30 to 4.40, Spelling; 4 40 to 5, Spelling and Arithmetic.

GRAMMAR SCHOOLS. The number of Grammar Schools in the city is four. These schools are at present taught by two male and ten female teachers. Their annual salaries amount to \$6,100.

The whole number in the Grammar Schools is 600, against 631 last year and 616 the year previous. While the population of the city has been increasing, the number of pupils in this grade of the public schools has been diminishing. The number is now lower than ever for several years. This is probably to be accounted for from the fact that wages have been high the last year, in our city, and labor in demand, and many of the pupils, specially those older and more backward in their studies, have found employment in the manufacturing establishments, which they and their parents deemed more profitable than attendance at school. This is to be regretted. Time is more valuable to children in school than any where else. They can then earn but little by labor, but can acquire knowledge of many kinds even more rapidly than in after years. It is important, therefore, that all children give their minds and time to the work of education in youth, that they may be better prepared for after life, its labors, cares, responsibilities and duties.

There have been no changes in the teachers of the Grammar schools the last year, with the single exception of Miss Harrington, who left her school to attend the Normal school in Farmington. The teachers in the Grammar schools, having had most of them much experience, have been doing an excellent work in their respective positions. There was an interruption of more than two months in the Upper Grammar school, while the house was undergoing repairs, but the school is rapidly recovering from the effects of the interruption under the efficient management of the teachers.

In the Lower Grammar school the measles were very prevalent during the winter, which interfered with the welfare of that school for a time and accounts for the lower than usual rate per cent attendance the last term. Otherwise the school has been doing a very satisfactory work.

There is probably more difficulty in the government of our Grammar schools than either of the other grades. Specially is there difficulty in exercising wholesome control over the pupils in the recesses, on the streets in going to and returning from school and all the more outside relations of pupils and teachers. The laws of the State make it the duty of teachers "to use their best endeavors to impress on the minds of children and youth under their care the principles of morality and justice and a sacred regard for truth"

Many pupils and perhaps more or less parents suppose that children do not come under the control of teachers till they actually enter the school house. But this is a mistake. Pupils, on leaving their homes and the parental control, come under the control of their teachers, and the teachers are held responsible, at least in a large measure, for the conduct of pupils about the school houses and on the way to and from school. The language of children at these times needs to be carefully watched. All rudeness and profanity and obscenity and vulgarity, should be reprovod, the sinfulness of such evils should be taught and moral instruction given calculated to reach the hearts and

consciences of the guilty. One of the most prevailing sins of this time is profanity.— The extent to which this sinful habit is indulged by pupils, even by young pupils, would scarcely be believed by many parents. And yet teachers use their best endeavors to break up the habit. Why is this habit so prevalent? There is reason to believe that teachers do not receive that co-operation on the part of parents which is needed. Alas! too often children hear profanity at home. If parents would do their full share of the work of preventing, checking and removing the evil, it might be overcome, or at least in a great degree diminished in the community.

At the last session of the Legislature the following statute was enacted:

“Whoever shall deface the walls, benches, seats, blackboards, or other parts of any school house or outbuildings belonging thereto, by making thereon obscene pictures, marks or descriptions, or by writing thereon obscene language, shall be punished by fine not exceeding ten dollars; and municipal and police courts and trial justices shall have jurisdiction thereof on complaint made within one year after the commission of the offence.”

It is well for teachers to call attention to this law. Negligent and thoughtless pupils are not unfrequently guilty of the violation of it in ways of which they need to be made ashamed. Teachers can do much towards preventing these vices and the cultivation of civility, gentleness, propriety and refinement.

Teachers unconsciously as well as consciously exercise a great influence over the children under their care. Their own personal habits and manners are very apt to be taken as models by their pupils. Neat and orderly school rooms will have a favorable influence in forming similar traits of character in children. There is something attractive to pupils in the busy, orderly, neat and comfortable school room; where is no whispering, no stealthy communication, no indolence, but each one is devoted to his own work, and all combine to give life and activity and interest and attractiveness to the scene. There are very few children who do not enjoy life in such a place.

S. F. DIKE, *Superintendent.*

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#### BOWDOINHAM.

Thus, fellow-citizens, you have a brief report of our schools. On the whole, we believe that they have been more successful than in terms past. We have had evidence of a growing tendency to employ teachers who are qualified and interested in the work. One great disadvantage to our schools, arises from the employment of teachers who work for small pay; and such ones are rarely ever able to render an equivalent for their wages. In order to do good work, one must fit himself for it; and then be paid for the amount and kind of work done.

Our schools are open to another misfortune, by our School Agents being engaged with their business, and feeling that they have not time to work for public good, gratis, often times, hire whom they can with the least trouble, *hoping* that he will do. Another disadvantage is the frequent change of teachers. Where a teacher is employed for one term only, during that time but fairly gets acquainted with the pupils, and they only have time to learn his methods of teaching. Every new teacher has some new method or some different idea, or opinion of many things, that are taught in the school-room.

A teacher of the the right kind unconsciously, yet most certainly molds the habits, modes of thought, in fact, the whole mind of the pupils, to that of his own. Then how important it is, that our teachers approximate as nearly as possible, the true type of a man.

The little things which go to make up the great whole of life, should receive as much attention from the teacher, as anything found in our school text-books. An education, in the *true sense of the term*, is what we all need; and something that we do not get, if we neglect the little every day occurrences, which summed up, make the record that we leave to the world.

Then how much meaning there is in that word *Education!* How fraught with great and noble ideas and actions! Well may it be called the key stone of the all social and religious institutions of our land. Were it more widely and deeply spread over our country, we should not be so often shocked by the recital of some terrible murder, which touches the responsive cord of sympathy that vibrates through every heart.

JAMES P. THOMAS, }  
 F. W. WHITE, } *S. S. Committee.*  
 ROLAND CURTIS, }

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#### BRIDGTON.

The condition and progress of the public schools of this town during the past municipal year have been reasonably satisfactory. The selection of teachers has, in the main, proved fortunate, and very few schools have failed to make substantial progress.

The town, at its annual meeting, raised \$3,500 for the support of schools. The receipts from the Bank and Mill Taxes, and the School Fund increased this sum to \$4,727.47; allowing each scholar \$5.66. The schools have, consequently, been unusually long, and as we trust, proportionately useful. Even the smallest districts have had sessions of considerable length.

It is earnestly recommended that each and every school house be furnished with good and sufficient blackboards, and with outline maps, globe and dictionary. The expense would be trifling, and the benefit great.

Special attention to Reading, Writing and Spelling, the very roots of a good education, is earnestly recommended. In learning to read, the pupil should be exercised only upon pieces which he can thoroughly understand; and he should then be required to read as if he understood. Every scholar should spell every day. Writing, for obvious reasons, should be taught systematically; Payson, Dunton & Scribner's system is probably as good as any. Geography, though admirably adapted to the capacity of younger pupils, is very much neglected; partly, no doubt, for want of appliances to make the study of it pleasant and interesting. The use of outline maps, and the practice of map-drawing, should always form a part of this study. Arithmetic and Grammar should be studied with more direct reference to the actual use to be made of these branches of learning by the pupil in practical life. By all means, let a fair share of the Arithmetic be mental, and let the Grammar be taught largely by practical exercises and examples. The study of these branches, as a mere mental discipline, is not to be commended. The entire school life of too many pupils is vainly spent in worrying through perplexities and intricacies, or through endless rounds of form and routine, which they never understand and will certainly never use. Instead of this, the study of Elementary Physiology, U. S. History and Natural Philosophy, is recommended, as giving a broader, a more diversified, and more useful culture. Every scholar should be taught the elements of Book-Keeping. Simple lessons in drawing are strongly recommended, as occasionally affording a grateful relief from hard study, and as cultivating an accomplishment at once graceful and useful. For a thorough course, Bartholomew's drawing cards and books—for amateur drawing, Nutting's Self-Instructing Lessons will

be found useful. Such exercises for small scholars are especially beneficial. Singing and Calisthenics are largely employed by the best educators to enliven the routine and dispel the tedium of the school-room; and whenever found practicable, they should be brought into use.

The frequent absence of our pupils from school is a very great hindrance to their advancement. Of our 834 scholars, only 597 have been under instruction at all during the past year, and of these many have attended their respective schools only a part of the time they were in session,—too many only a small part.

Tardiness in attendance is another great evil in most of our schools. Strict promptitude in teachers and pupils not only conduces greatly to the efficiency of the school, but also tends to the formation of habits that will be found invaluable in after life.

Every parent who visits the school where his children are taught, confers a benefit upon it and them. By every such manifestation of interest, both the teacher and taught will be encouraged and stimulated. Over 275 visits have been made our schools by citizens during the last year; may the number next year be twice as large.

N. LINCOLN,  
D. P. CHAPLIN, } *S. S. Committee.*  
T. S. PERRY,

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#### BRIDGEWATER.

I am happy to report that during the past year our schools have been in a more prosperous condition than ever before, so far as the Supervisor can learn. Especially during the past winter have the schools made an advancement which is very encouraging. This has been largely owing to the real worth of the teachers employed and to the excellence of their methods of teaching. It is firmly established as a principle in educational matters, that the effective condition of the school depends almost entirely upon the qualities of the teacher. It is true that much depends upon the co-operation and sympathy of parents, and something upon the careful overseeing and directing of the Supervisor or Committee; but very much more upon abilities of the teacher. With a good teacher we may have a good school, though the parents and committee be neglectful of their duties or incompetent to discharge them; but with an ignorant, lazy, lifeless teacher, or one who cannot govern a school well, no matter how much encouragement is given by parents and how much is done by the Supervisor, the school will be nothing but unprofitable to the pupils. So we may receive it as an axiom: With a good teacher a good school—with a poor teacher a poor school.

In hiring teachers he who hires has a question before him: how, from a certain sum of money belonging to a district, he can obtain the greatest benefit to the scholars of that district. He has money enough, at \$20 a month to the teacher, for four months' school, or at \$40 a month enough for only two months' school. The question is, which will be the best investment? This in towns where the people themselves have had the advantages of a good education, and where they feel the deepest interest in having their children well educated, is a question which would be decided without hesitation. They know that two months of really good school is worth more than four of an inferior kind, and therefore they are unanimous in trying to secure the best of teachers. They look at this matter with an intelligent view and consider not only the immediate effects and influence upon their children, but also the more remote ones. They know that in their schools the influence of one term under a poor teacher will be to check the enthusiasm of the older scholars, and in the younger ones to produce an aversion that will often

remain through all his school-days a dislike to all schools and school influences. On the other hand, it is known that in districts where the schools have not been so good, one short term under a teacher who is thoroughly fitted as a teacher,—one who is enthusiastic and has the faculty of infusing life and energy into a school,—one, in short, who asks \$35 or even \$40 a month, because he knows that he is worth that amount in a school-room and is willing to *earn* it,—one short term under such a teacher will often completely revolutionize a community of little ones for the better, and change the entire destiny of some of them. It will often be, too, the epoch from which an improved school policy will be pursued by the town, for the reason that parents have had an opportunity of seeing the great difference between a first-class school and others not so good.

Further, to illustrate our views, let us cite a case. A supervisor or an agent is negotiating for \$30 a month with a teacher who is *known* to be a first class teacher; before a bargain is completed, another presents himself who offers to teach for \$20 a month, but he is not so well known. Now with the former we can have only two months' school, but with the latter three months. Which teacher shall we have? With the twenty dollar teacher we can have a month more of school, and, after all, perhaps he may do as well as the other. But there are no *perhaps* in this case. We may be sure that if a teacher is a good one, he knows it himself; and that if he knows it, he will not debase himself to teach for \$20 when he knows that he is worth \$30. Bear in mind that I do not advocate paying \$30 or \$35 a month simply because the teacher asks it, but because he is known to be worth it. What we want is teachers who are *known* to be the best of teachers. Before we can have good schools we must *have* such; and to get them we must pay good remunerative wages. There is no other possible way.

Your Supervisor took this view of the matter, and early last fall looked around him to see where such teachers were. That is, he endeavored to have his pick of the teachers, instead of waiting for the teachers to have their pick of the schools. The result of this has been most gratifying, especially in those districts where the highest wages were paid.

And now I would offer some suggestions in regard to the question of who shall engage the teachers—the agents, or the supervisors, or committees? It would be well for this question to come up before the voters of the town and to receive their calm consideration and be acted on and decided. If it be our object to secure good teachers, we want the hiring power to be with him who is the best judge of a teacher's qualifications, and who will be the most likely to hire good teachers. It seems to me that the best way would be to choose some person who you think is the best fitted for a supervisor and let the hiring power remain with him. I have the following reasons for this opinion:

1st. That he whom you have chosen as the best qualified to examine teachers, would be most likely to know what kind of teacher is needed in any particular district.

2d. That having seen the practical workings of all the teachers in the town, if any were incompetent, he would not hire them again. Whereas, an agent, not having visited the schools, and not having had the opportunity to observe that the Supervisor has, would be more likely to hire an incompetent teacher. He could not know so well even what kind of a teacher is needed in his own district.

3d. That agents, as a general rule, are found to hire the first teacher who presents himself, if he will teach cheap enough, and sends him along to the Supervisor for examination. As he is found tolerably well qualified, the Supervisor feels constrained to grant him a certificate, with the remorseful feeling all the time that he is not just the teacher for that particular school. In regard to his moral character, the Supervisor does not know, unless, perchance, he can read faces. On the other hand, if the Supervisor had had the power of engaging the teacher, he could have secured just such a one

as he knows that particular school needs; one whom he knows is a good teacher; one who he knows will set a good moral influence before his pupils; one, in fact, whom he knows will be respected by his pupils as the type of a gentleman. As a digression, I would remark, that I have said that I can tell in five minutes whether a person knows enough to teach school; but to tell whether he is a good disciplinarian in a school, and whether his moral character is a safe one to put before a school, is another thing. He must be known in the school-room either personally or through reputation.

4th. That it is a pretty delicate matter for a Supervisor to refuse to give a certificate to a teacher after the agent has hired him. Besides torturing the applicant with a sort of disgrace, it is almost always sure to offend the agent who hires, and sometimes a great part of the district. Such things tend to destroy the harmony that is essential to the prosperity of school matters. For this reason and for the one that "I did not hire him, so *all* the responsibility will not rest on me," hardly one supervisor or member of a committee in ten would come square up to his duty in this matter.

5th. That, as our State Superintendent says, it is in all business matters a poor arrangement which makes it one man's duty to transact a piece of business, and still another to find out whether the first has made a good bargain.

For these considerations it is thought best to let the power of hiring the teachers remain with the supervisor or committee. This is getting more and more into favor with the towns outside, and is found the best in practice.

Agreeably to the act of Legislature for 1873, Book-Keeping and Physiology have been introduced into two of the schools; and according to the recommendation of the State Superintendent, Free-Hand Drawing has been taught in three of the schools. The first of these studies recommends itself for its practical value; Physiology is all important for its bearing upon our health and condition; and Drawing should be introduced into every school in the land along side of writing. It is hardly less important for us to be able to draw an object than to write a description of it. This we will come to believe if we do not now. They do believe it in many of the towns in the older parts of the State, where they have it taught daily by the common school teacher; and in the whole of the State of Massachusetts, where they have hired a competent master from England to direct the art education of the State. If it is needful for the children in other places, it is for ours as much; so I sincerely hope that you will encourage our teachers to fit themselves, as they easily can, to teach drawing as they do writing, every day, or every other day. I took charge of a free evening drawing school myself here at the Corner, and the interest shown by the pupils and the regularity of their attendance, surprised me; several teachers were in attendance as pupils, and there will be no difficulty in keeping the thing moving.

No changes have been made in text-books; but a new work on Grammar, called "Swinton's Language Lessons," has been introduced as a book for beginners to precede the study of Kerl's Grammar. It is much more easily comprehended by the pupil than any other, and is far more practical.

A. G. YOUNG, *Supervisor.*

#### BROWNVILLE.

It is often said that "figures will not lie." I believe the adage, consequently I have concluded to call into requisition those truthful and demonstrative characters to show the greatness of the advantage which district No. 1 has over all others in town. I will now give the amount of money that goes into the village district, \$1,227, while only \$645 were apportioned to all the other districts in town.

In district No. 4, they had only eight weeks of school, while in district No. 1 there were thirty-five weeks during the present school year, and within a year from the twelfth of last May there will have been forty-five weeks of school in the village district.

Now, it occurs to my mind, that there is not much justice in this present arrangement, but the school laws are such that we can remedy this if we will only wake up to our interests as individuals and as a town. Let us as carefully consider the interests of our children as we do the comfort of our cattle, horses and sheep. We have four good school houses in town, and we have four more structures that cannot be considered fair apologies for school-houses, at least none of us farmers would attempt to shelter our cattle in them.

There is not a globe or an outline map in any school-house in town; but a few black-boards, excepting those in the village school-houses, that are good for anything as they are, if painted they would do very well. By the energy and liberality of Mr. Balentine, and the good will and generosity of Mr. Sparrow, you have in the upper room of the village school-house, a set of superior slate blackboards that are actually worth \$50 to the district; also a Webster's Unabridged Dictionary was added last fall by the district. The primary school-rooms greatly needs more black-boards.

In conclusion, I will say that we have been highly favored with very good schools throughout the town during the year, yet, there are great opportunities for improving them. In attendance, irregularity and tardiness on the part of scholars are more detrimental to progress of education than anything else of which I know. Only fifty-one per cent. of all the scholars in town have regularly attended school during the year, thus forty-nine per cent. of all school appropriations have been lost to the town on account of non-attendance.

Your Supervisor has made thirty-eight regular school visits during the year; in so doing travelled 280 miles in all. I have examined ten teachers, and given ranked certificates to every teacher whom we have employed within the year. Examined nearly all the scholars of the Free High School, besides some who were not admitted.

Last July, I introduced Anderson's Grammar School History of the United States, as the town text book in United States History, and in December I exchanged Brown's English Grammar for Swinton's Progressive English Grammar, consequently Brown's Grammar is not allowed in any school in town. There is a uniformity of text books in town and they are good ones. I think it will be unnecessary to change any of them for several years; and the greater part of them cannot be changed unless by a vote of the town, for three or four years. *Never*, during the recollection of your Supervisor, does he remember a year, when it required greater ability, more experience, better judgment and deeper wisdom to discharge the duties of his office acceptably to everybody, than the year through which we have just passed; *and never* was an individual so entirely unprepared for the weighty responsibilities and undesirable duties of the trying position (having never taught school or even been a member of the Superintending School Committee) as your unworthy Supervisor was at the time of his singular election. Of course the town could not expect much from him. Whether I have been faithful, impartial, persistent, energetic and efficient in the discharge of the duties assigned me by my official position, or not, I leave it to the good judgment, and shall abide by the final decision of those by whom my every measure has been carefully and rigidly scrutinized, and my every act as carefully and thoroughly criticized.

DANIEL C. BILLINGS, *Supervisor.*

## BURNHAM.

In submitting this report I am happy to say that the past school year has been generally successful. Many of the schools have made very good improvement, perhaps quite as good as in years past, and some far better than I anticipated at their commencement. The summer terms (with the exception of numbers three and four) may all be regarded as good, they it is true, came hardly up to the standard they ought. In the winter terms I am obliged to report but one failure, and that in district No. 10; the others have all been successful and the improvement good.

In conclusion, I will say a few words to parents and agents. Parents, if you would see your children make that proficiency in education that they ought, visit your schools, and visit them often; let your children know that you take an interest with and for them. See that they attend regular, make punctuality a ruling principle, and you will soon see the greatest obstacles which are now in the way of education removed. Agents, in the selection of your teachers, employ if possible only those whose abilities are known. Again, be punctual to notify your Supervisor of the commencement and close of your schools, and thereby save him the trouble of finding it out for himself.

P. E. TWITCHELL, *Supervisor*.

## BUCKFIELD.

The general condition of our schools at the present time, though very incomplete and unsatisfactory, show a decided improvement in most respects over that of a year ago. During the past year there have been some partial failures, but as a whole the schools have averaged better than during the two years previous. Encouraged by these results, we hope for still greater advancement in years to come. The people of this town can put the schools on a better footing if they will, and with but little effort. Certainly nothing can be more desirable than improvement in this direction; for the cause of education intimately concerns us all, not only personally and privately, but also collectively and publicly, inasmuch as it necessarily constitutes a prominent part of the platform of all social and political excellence. There are many things in which we should make improvements.

**OUR SCHOOL-HOUSES.** It has been our experience that the most successful schools are in the districts which provide the best houses and other educational facilities. Scholars respect a good house and will be careful of it, as has been conclusively shown by the condition of the village school-house, which shows hardly a scratch or defacement. In our dwelling-houses if the plastering falls off, or it becomes defaced, we repair it at the earliest opportunity, for if we do not the house soon goes to ruin. Now, why not apply the same system of economy to our school-houses which are built for the accommodation of our children? We have in town twelve school-houses, and nearly every one of them is out of repair and without proper furniture. In some the plastering is off and what remains is disfigured. Some have broken floors and benches, &c., &c. In none of them are sufficient blackboards, and in most of them they are almost utterly worthless. This is a serious defect, for in these days a school without blackboards is not half a school. There is no danger of getting too many. For practical exercises by the pupils and demonstrations by the teacher, there is nothing like them; they are not only useful for arithmetic but for grammar and almost every other study that may be profitably pursued by oral exercises.

We would recommend that every district in town raise a sum sufficient for suitable repairs and furniture; or if they cannot do that, vote to use the ten per cent. allowed by law of their school money. Before the commencement of a term the agent should



see that the house is in order for the comfort and convenience of the pupils. He should remove all disfigurements and writing from the walls, repair broken benches and door latches, and put the house in a neat and orderly appearance; and at any time when anything about the house becomes injured let it be looked after and repaired at once, and in this way we shall purify the educational atmosphere, so to speak, and be amply repayed for our acts in the improved condition of the schools.

We have one low, old-fashioned house, with two rows of seats leading from a steep aisle in the centre to the walls on either side. The benches and seats are split, whittled and almost ruined, the ceiling is disfigured and full of huge knot-holes, and the doors are shaky and creaky. There are no wall-maps, no blackboards good for anything, no wood-shed nor out-buildings of any description; and the house is located in a rough, rocky pasture, with a hedge fence on either side. There is no play-ground or yard except a narrow, rocky strip of roadside, separated from the road by a deep ditch, which prevents teams from reaching the house without much difficulty. In short, there is nothing about the house or its surroundings to inspire respect on the part of the scholars, or suggestive of educational culture.

If we would have scholars learn and improve we must supply them the facilities of improvement. If we would have them respect themselves we must respect them and the associations that are provided for their welfare. Give them wall-maps and good blackboards and they will become interested; give them a neat house—it need not be an expensive one—with pleasant surroundings, and they will feel a new respect for the higher and better ways of life.

**CITIZENS VISITING SCHOOLS.** We wish to say a few words in connection with this subject. During the past three years we have made about one hundred and fifty visits to schools in this town, and on only one visit have we met visitors. It is almost a universal practice in this town for our citizens not to go near our schools. They let them entirely alone. Now this is a wrong policy. Parents should visit the schools often and become familiar with both scholars and teacher, and not stay at home and criticise the school without any knowledge of its merits. They should be present on examination days and see for themselves what has been done, and show the children that they are interested in them and that they are worthy of their notice. If the people of this town will adopt this course we will guarantee that they will not only inspire new zeal for the cause of education but also reap much pleasure for themselves.

**CONCLUSION.** In conclusion, we ask the people of the town to co-operate with the committee and agents and teachers, in raising the standard of education. If we all do our duty, I will answer for the children. Let us look after these matters not with jealous criticism but as though we had some interest. Clear out the old rubbish which clogs the unity of action, and by and by your efforts will impart life and thriftiness to the cause, and you will feel doubly compensated.

ALFRED COLE,  
JOSEPH CALDWELL, } S. S. Committee.  
S. C. ANDREWS.

#### BUXTON.

Our schools for the past year have been unusually prosperous; and while we have seen some improvement in our general school matters, there is room for much more, which no one thing alone will accomplish.

First, we need good school-houses; while a majority of our houses are commodious and in good repair, we still see some in the opposite condition, comparing unfavorably in appearance with the barns and outbuildings in their immediate vicinity.

We need good agents—men who feel a personal interest in the welfare of their schools, and who will secure good teachers if they can be obtained, though it may cost a little time and trouble, and not as is too often the case, employ the first who may apply; or one who is a particular friend or a distant relative, and possesses no qualifications for a successful teacher.

We need good scholars—and these are what you will make them. We do not mean brilliant in intellect, but punctual, studious and well behaved boys and girls, who seldom fail to reflect the influence of the kitchen in the school-room. In this lies the secret of nearly all the insubordinations which retard and often destroy the usefulness of our schools. We should all look well to it personally that the fault lies not at our door, then we shall have no occasion to look for it over against our neighbors.

We need good supervision—much may be done for the usefulness of our schools by this; experience shows that all teachers require this. Old teachers are liable to grow careless and dilatory; while beginners add those of small experience, and these we must always have, need counsel and guidance which good supervision should give. The best of teachers will do better, and of course the poorest will, and there are but few scholars that will not accomplish more on account of it.

But most of all, we need good teachers; we may have all the other requisites and lack these, and our schools are a failure. As a rule, these are to be sought, as they are not obliged to seek employment—we mean the best teachers—and in order to secure them it is necessary that they be sought early. Secure the best, not the cheapest, for the cheapest are dearest in the end.

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#### BLUEHILL.

In reviewing the work of the year, and considering the needs of schools, we find a lack of proper grading.

It is the duty of the town to give to each pupil in our schools the best education possible under the circumstances. A proper watchfulness should be exercised by the committee, and when the pupil is sufficiently advanced in one branch of study, another should be added to his studies. When the pupil has a fair knowledge of reading and spelling, let him be assigned lessons in arithmetic; when he has a good understanding of the first principles of arithmetic, and can readily perform examples in addition, subtraction, multiplication and division, let geography be assigned him; and when the elements of geography are mastered, let him be given grammar. Thus when the pupil is of the proper age to make rapid progress, he is pursuing the studies of reading and spelling, writing, arithmetic, geography and grammar; and after a few years of study, comes out of our schools with a fair knowledge of those branches which are necessary to fit him to fill with honor and usefulness his place in the town, state or nation. If this course is pursued for a term of years, we shall find that our youth have well-balanced minds, and are able to converse intelligently upon any of these branches of study.

That this end may be attained, and that we, as parents, may give to our children an education of which they are not ashamed, but for which they may be truly grateful,—an education that shall fit them for the activities of life,—we recommend that the S. S. Committee for the present year be instructed to inaugurate such a system of grading that it may be perfected by those who shall succeed them in their office. If this is done, we shall be spared the shame of knowing that the large majority of our youth are graduating from our common schools into the school of life's activities with a defective education, as is now and has ever been the case from the town's earliest history.

The greater part of our young men have but a meagre knowledge of geography, and none at all of the principles and rules governing either the spoken or written use of English language. Are you not all agreed that this should be changed? Do you not desire the greatest good of all our youth, and the largest returns from the funds invested in our common schools? Certainly every well-wisher of society must desire these results. Does not the proposed method meet the case? Will it not change the present lack of system in the education of our children and give us in its stead a good system—a system that shall do violence to none and great good to all? We believe that this system offers to us a marked advance in the educational work of this town,—an advance on the part of all our pupils,—for it is a fact proven by years of experience that the pupil who pursues a variety of studies makes better progress in either than he who gives his whole time to but one or two.

Let us be distinctly understood as saying that the experience of the school-room, first as pupils and afterwards as teachers, proves conclusively to our minds that the pupil who takes up the studies proposed by us, will have a better understanding of any one of them, than he who devotes his whole time, or pretends to do so, to that one. But while we advocate this simple grade as a beginning, we would not be understood as opposing the study of other branches which the pupils may select and the committee approve, such as history, philosophy, physiology, &c.; we recommend this as the ground work. We also recommend that declamation and composition be introduced into our schools, and that one half day in each school week be devoted to these exercises.

The ability to present one's thoughts calmly and in an intelligent manner in a public assembly is an accomplishment to be desired by every one. Many a man of good mind who can converse with freedom with his neighbors, or in our stores, finds himself tongue-tied in an ordinary town meeting, utterly unable to say what he wishes to say upon some question of vital interest to him or the community. How many times have we known such cases! Some one has risen and addressed the Moderator, and when recognized by him, attempted to explain his position or present his views upon the matter under consideration, but finds that the good thoughts—which were so clear in his mind before rising, are gone to the four winds of heaven; and after stammering out a few words, more of apology for attempting to say anything than of argument upon the question, sinks into his seat entirely confused and with shame depicted upon his countenance.

The ability to speak calmly and to the question, is made perfect by practice; and we believe that this practice should commence in the school-room and at an early age. As soon as the pupil can commit a short piece, bring him upon the stage, let him face the school and declaim it. He will come to it with reluctance, it may be, and may make failures; but these failures can be corrected, the obstacles surmounted, and the ability to be self-possessioned can be acquired. "It will grow with his growth, and strengthen with his strength," until he who first tremblingly uttered some infantile selection, comes before the school, and with composure and dignified bearing, gives to his fellow students a declamation, selected from some wise statesman or gifted poet, which pleases and profits them.

We deem these matters of vital moment in the correct education of our youth, and we hope that they will receive a careful consideration at your hands, and be endorsed by you, if in your judgment they are adapted to secure the end sought.

Returns from school agents and teachers have been withheld. Not more than fifty per cent. of the teachers have returned registers. In view of this fact, we recommend that no teacher shall receive an order for wages from the Selectmen, until he shall present a bill, signed by the S. S. Committee, thereby certifying that he has properly filled and returned to them the teacher's school register as required by law.

The average attendance is about sixty-six per cent. of the scholars in town, clearly showing the need of a law compelling attendance at school of all scholars between the ages of 7 and 18 years a certain portion of the school year.

The record of tardiness indicates that the law concerning truants needs enforcement within our borders.

THOMAS N. LORD,  
HENRY H. OSGOOD, } S. S. Committee.  
GEORGE W. JOHNSON, }

#### BERWICK.

Aside from the separate report of each school, we submit to your attention a few general remarks that have naturally occurred during the performance of our official duties. In the examination of your schools it gives us pleasure to report that the general progress of the scholars is worthy of praise and admiration. Although it was observed that while the majority of the schools were moving along in harmony, and enjoying the benefits of many conveniences and excellent teachers, others appeared to be laboring under difficulties. The school is the nursery of many habits, sentiments and affections, which help to make up the future character. Every teacher does not attain to the true standard of qualification, though most are sufficiently competent to answer the demands of the law.

If a teacher is truly qualified, he will not fail to make himself interesting in school. He is sure to secure the confidence of his pupils and will make himself worthy of his hire. It is all important that his manner be polite and pleasing; that his speech be a pattern and his habits be examples; otherwise the coarsest school-boy will detect faults in these characteristics.

Literary qualifications alone should not entitle teachers to the especial considerations of agents, nor is anything gained by procuring those who will teach for nothing, *almost*, and board themselves; but one should be selected who has aptness for the work, one who loves it and can adapt himself or herself to the capacities of children. A teacher should have a general knowledge of men, and of the Anatomy, Physiology and Hygiene of his own system. He need not be a physician, but he should know something about this frame which is so "fearfully and wonderfully made." He need not understand all the principles of intellectual and moral science, but he should know something about the mind—how its latent energies may be reached and its wonderful powers drawn out.

Teachers have a large responsibility resting upon them; such an one as many do not realize, and it rests not wholly on them, but on parents also. If teachers were perfect, then there would never be cause of complaint; but they are just like other people, and they have many trials of their skill and patience known to no other calling. Some teachers seem to possess the idea that if their scholars can answer the questions and repeat the rules in the text-books word for word, whether they understand it or not, that their school is accomplishing wonders; and if, as in many cases, a vacation of three or four months intervene, they have forgotten how to give the rules exactly as printed in the book they must of course commence back again, and by the close of the second term they arrive at about the same place they were the term before. In cases like this, and we do find some, how much has been accomplished? Teachers, let us break away from these "old ruts." See to it that no scholar leaves anything behind that he does not thoroughly understand, so thoroughly that he will not need to review every week during the term. Remember that you are placed in the school-room to encourage thought; to draw out the scholar's crude ideas; to assist in moulding them into shape;

to ask such questions bearing upon their lessons that will interest them in the subject and teach them to think, and by so doing help them to gain new ideas.

Parental co-operation is of the utmost importance. The school is a wise institution, designed to promote the improvement of society, and specially to aid parents in the proper training of the young immortal beings committed to their charge. If they would secure all the benefits of the public schools, they must not neglect a general oversight of the same. All parents may not be competent to give scientific instruction in the schools; but it does not require unusual attainments to judge whether the scholars are diligent or idle, quiet or restless, obedient or disobedient, in school, or playing the truant. Especially should they see that their children are regular and punctual in attendance, attentive to their studies, obedient to the rules of the school, and encourage the scholars by their personal visits and manifest interest in the school-room.

In addition to other visits, we would especially recommend that all the parents be present at the final examination. Almost the whole community can go to see horses trot, cattle pull, and how large squashes have grown, and can they not spend a few half days in the school, to see how hard their children can labor, and how much their germs of thought and elements of character have become expanded? Thus the parents would cultivate the acquaintance of their teachers, and see for themselves the manner of instruction and government. The scholars would see that their parents were interested in their advancement, and both teacher and scholar would receive an impetus which would amply repay them for their trouble. And yet how few do this. How many parents in this town have been in school within the last five years, unless called there by business? Still, thousands of dollars have been expended in schools and houses. Men who use their best endeavors to drive a shrewd bargain in business affairs, should not let the interests of their schools go without enlisting their special attention.

Much, too, depends on the District Agent; for he is not only to see that the necessary articles are not wanting, viz: brooms, chair, and a good blackboard, but to him we look for a judicious selection of a teacher; and it is not always that length is of so much importance as a competent teacher and a good school. A good school of six weeks is better than a poor one of as many months.

It is very desirable that the principles of music should be taught in all of our schools. Let us not be behind our neighbors in this matter. Good music exercises a healthful, soothing influence and promotes good feelings, and renders the pupils more obedient. Music awakens the better sympathies of the heart, elevates the soul, lightens our cares and increases our joys. Says Luther: "'Tis the very spice of life, that gives it all its savor."

The times are auspicious for a higher grade of scholarship in our public schools, and it should be a source of just pride for us to see to it the schools in our own midst are not neglected, and thus fall behind those of other towns or States. Steadily keeping the advancement of these schools in view, we would respectfully urge upon every parent and friend of education, that too much care cannot be exercised in the selection of the best teachers to be found, and to secure the best results after the selection, we would urge a more watchful and cheerful co-operation on the part of all interested in their prosperity.

C. P. GERRISH, }  
 A. K. DOWNS, } S. S. Committee.  
 J. H. STILLINGS, }

## CAPE ELIZABETH.

**AGENTS.** District Agents, as at present empowered, are very important school officers, possessing power over schools, which should be entrusted only to men who feel a special interest in them. Such we believe most of our Agents to have been the past year; some have taken special care to secure for their schools teachers of known experience and ability. And yet, the practice of waiting for some one to come along, looking for a situation to "keep school" is, we fear, too common. As a general rule, such teachers as are desirable for our large schools are not subjected to much travel in order to obtain situations to teach.

**SCHOOL-HOUSES.** We are able to report that most of the districts have large and well appointed school buildings, which comfortably and conveniently accommodate the pupils attending. But in districts Nos. 3, 4 and 5, the buildings used for school purposes are entirely inadequate. In No. 5 the rooms are filled to their utmost capacity, leaving no room for recitations, badly ventilated and poorly arranged. This is especially true of the building used for the First Primary and High School; while in districts 3 and 4 the buildings, with some repairs, would make respectable poultry houses. They present a sad commentary on the wealth and intelligence of the citizens composing these districts. While we are no advocates of lavish expenditures of money in school buildings, we believe that a wise economy will demand that the health, comfort and convenience of our children shall be fairly provided for.

**PARENTAL SUPPORT.** That much of the trouble in our schools, which disturbs their harmonious action and often their success, is a want of proper support on the part of parents, will, we think, be generally admitted. We have rarely been called upon to adjust any difficulty arising between teachers and those pupils who are under proper restraints at home. We often hear parents remark: "I allow no one to correct my children but myself; if they don't conduct properly, send them to me," which means, in nine cases out ten, that they will be sustained and even encouraged in the pursuance of wrong-doing. Now we maintain that the teacher has authority, and is in duty bound, to inflict any reasonable punishment that may be necessary, to secure prompt and ready obedience to the rules and regulations necessary to the success of a well-ordered school. The want of punctuality is a serious evil in many of our schools; in some districts, not more than one-half of the scholars that enter the school attend regularly, but are allowed by their parents to be absent on the most trifling excuses, or none at all. If you want your children to learn, keep them constantly at school during the term; and be sure you are not deceived as to how much your scholars are absent.

We would again urge upon parents the importance of visiting their schools often, and consulting fully and freely with their teachers in all matters pertaining to the wants and progress of their children, believing that by so doing they would greatly encourage and strengthen their teacher and stimulate their children to greater promptness and energy in the great work of acquiring an education.

**HIGH SCHOOL** We would recommend to the earnest attention of our citizens generally the importance of establishing one or more High Schools in town. The High School act of last year has been fairly tested in a large number of towns in different parts of the State, and its practical working has been highly satisfactory. It would certainly seem in a town of our wealth, intelligence and population, that the maintenance of one or more schools of a higher grade than the common school, would be deemed indispensable. By the establishing of such schools, our more advanced scholars would have an opportunity of pursuing at home, a higher and wider range of study than is now practicable in the district schools, thus conferring on them and the community generally, benefits that are not easily determined by dollars and cents. In regard to

proper locations of such schools, we would suggest that one located at or near the division line between the Point and Ferry Districts, would accommodate Knightville, and would probably furnish as many pupils as would be desirable for one school; and another in the vicinity of Turner's Island, would be within easy reach of several of the larger districts. We confidently hope this matter will receive the early and vigorous action which its importance demands

TEXT BOOKS. We have made a partial change in Readers used in our schools the past year, substituting the Independent Series for Hillard's which had been in use some ten years, and think the change has been profitable. There is yet a sad lack of uniformity in the books used, among which might be mentioned the Geographies and Grammars. It is the intention of your committee to adopt, as near as may be practicable, a uniformity of text-books to be used in all of our schools as soon as a proper selection can be made. One of the favorite topics with a certain class of persons who assume the leadership in "progressive education," is the denunciation of the use of text-books. In their opinion text-books are the great hindrances to the acquirement of knowledge. Abolish the use of text-books in schools say they, and substitute a system of oral instruction, and a great and rapid advancement would at once be made in the schools throughout the land. This would be, indeed, an easy solution of a difficult problem, and a happy attainment of that desirable object, "knowledge made easy," if the results attained by this system only corresponded with the predictions so confidently made.

While we readily acknowledge the defects in many of the text-books in general use, defects both in the arrangement of topics and in the statement of principles discussed, and while we admit the evils resulting from too close an adherence to the book, both in study and recitation, we are not yet fully convinced that it would be wise or beneficial to altogether discard their use. Our observation and experience lead us to believe that a judicious use of a text-book is an assistance, and not a hindrance, to both teacher and scholar. We believe that the intellect can be quickened into exercise, and the powers and faculties of the mind can be developed and trained into obedience to the dictates of the conscience and the will, much better and more effectually by thought, study and exercise, than by the mere absorption of oral instruction.

It will be conceded by all, we presume, that a *perfect* school system is not yet among the established order of things, notwithstanding the frequent suggestions and attempts at improvement emanating from persons whose position, character, knowledge and experience in the various systems and methods of education, ought to command the respect and attention of all friends of progress. Although we may not be able to endorse all their opinions, or to adopt all their suggestions; while we would not adopt any system of organization or method of teaching simply because it was new, or discard it because it is old, we ought cheerfully to accept the results of successful experiment, and adopt whatever suggestions may commend themselves to our judgment. In educational matters, as in all other matters, *experience* is the real test of utility, and all systems and methods that cannot abide this test should be abandoned without delay.

We hold it to be the duty of parents, teachers and committees to keep themselves well informed in regard to all the questions effecting the public welfare, and especially in the methods and results of educational systems, both in our own and foreign countries, and thus hold themselves in a position to judge intelligently in regard to all propositions pertaining to our system of education. The perfection and adoption of a wise system of general education, involving as it does, the relation of the State to the individual, the enactment of laws regulating the maintenance, attendance and supervision of schools, is one of the leading questions of the day, and demands a correspond-

ing degree of attention. It is a matter of interest to us as individuals, and determines in a great degree our prosperity and happiness as a community, and vitally effects us as a people. Let it be our endeavour by wise counsels, by generous appropriations, by the faithful performance of duty, to secure to the present and future generations the facilities for acquiring a *good, practical education.*

J. S. FICKETT,  
EDW. F. HILL } S. S. Committee.  
S. L. PLUMMER, }

CHELSEA.

SCHOOLS —Amount voted by town, March, 1873.....	\$ 700 00	
" received from State for Mill and Bank tax.....	568 43	
		1,168 43
" due the several districts last year.....		480 23
" apportioned to the several districts this year....		1,168 43
		1,648 66
" paid for schools this year .....	1,379 34	
" due school districts this year.....	269 32	
		1,648 66

In concluding my report as Supervisor, I congratulate you on the prosperity of your schools, the past year. All have been attended with a fair degree of success, while none have proved a failure.

So much has been said in regard to the duties of towns and districts, agents and parents, teachers, scholars and supervisors, in relation to education, I hesitate when I think of writing anything upon the subject; but duty calls, and I cannot close without making a few suggestions. My suggestions the past year have been carried out, with one exception—in regard to employing experienced teachers—and I am satisfied that I am right. If our schools are backward, employing teachers of an inferior quality, it is poorly calculated to elevate their standard. I find the best schools in those districts where the parents are interested to visit their schools often. I am satisfied that if every parent and tax payer in our town would make a practice of visiting their schools at least once in a term, for the purpose of improving the schools, and encouraging the teachers and the pupils in their work, there would very soon be a great reformation in our schools, and there would be no need of committees urging the necessity of comfortable school-houses and pleasant and commodious surroundings, or that our children should have a full supply of text-books, or that they should be punctual and prompt in their attendance; and that they should aid the teachers in governing their schools, in the home circle, and wherever we are, if they would secure to the community the greatest advantage of the money appropriated for school purposes. Parents, will you try it? You all feel that God has entrusted to you caskets containing priceless jewels, and for their proper development He will hold you responsible, hence it becomes your imperative duty to watch with jealous care the education of those immortal minds, and not prove recreant to your trust, by allowing year after year to pass without looking upon your children in the school-room and cheering them on by your presence and encouragement.

Other towns are availing themselves of the benefits of the school law in regard to free high schools. Are we not losing by not making an appropriation to this end? Could not a school of this kind be made very profitable to us by having two terms, one in the spring at Searl's mills, and another in the fall, in No. 9 or No. 1?

STEPHEN COBB, *Supervisor.*



## CHERRYFIELD.

**THE HIGH SCHOOL.** By an Act of the Legislature approved Feb. 24, 1873, the State offered to pay to any town that would establish a Free High School, "one-half the amount actually expended for instruction in said school, not however exceeding five hundred dollars." Accordingly, at the last annual meeting, it was thought best to take advantage of this law, and five hundred dollars was raised by the town. The five hundred dollars offered by the State has also been received. To fulfil the requirements of the law, the Trustees of the Academy voted the use of the school building.

Heretofore a class has entered this school from the lower schools every year. No class, however, has ever graduated. What has been the result of this? Simply that the school came to have nearly as many classes as scholars. Again, the scholars were in the habit of taking up a study, pursuing it a term or two, and then dropping it.—What was the result of this? That no teacher could depend upon his classes. He might begin the school year with twenty in a class and end it with two. Again, scholars have been in the habit of leaving at any time that suited their convenience or pleasure, and upon their return have claimed the right to go on with the class with which they entered. What has been the result of this? That ambitious and industrious scholars—and we have such—were retarded in their progress and were obliged to drag over and over the same ground.

What have we done to obviate these difficulties? At the beginning of the fall term we established a rigid classification of the school, and entered upon the work of establishing a course of study. In that classification we have made provision for the entry and graduation of a class every year. In the course of study due attention will be paid to mathematics, language and the sciences; and a thorough review will be made of the studies pursued in the lower schools. But, say some, the studies pursued are not practical. Not practical! The history of our own country not practical for a boy to learn that is going to be called upon to exercise the right of suffrage, vote for those that are to govern, and make laws for the country? To learn something of the causes that led to the founding of the Republic, of the patriot fathers, of the great questions that have agitated the country and been settled either by peace or war, of the great men that have lived and died for their country, and thus fit them to perform well their duty as citizens, and vote understandingly on great national questions!

Not practical, by the study of physical geography to learn something of the globe on which we live, its configuration, its atmosphere, the myriads of plants and animals living upon it? Well does Guyot say that: "The mariner on the stormy sea, the agriculturist at home, the merchant embracing the world in his commercial ventures, the far-seeing statesman—all have a direct interest in knowing the course of the winds, the laws of the distribution of heat and rains, which regulate the abundance or scarcity of crops, determine the special nature of the useful productions in every part of the habitable globe, and, in consequence, the resources and the intercourse of the civilized nations." Not practical, by the study of physiology, to learn something of the human body, its functions, structure and constituent parts, and of the laws of health? The poet has said—

"The proper study of mankind is man."

And Herbert Spencer says that one of the most important things to learn is, "How to be a good animal." Horace Mann writes: "I have the authority of most eminent physicians for saying that one-half of all human disability, of the suffering and early death inflicted on mankind, proceeds from ignorance of the laws of life and health.—Laws which every parent by virtue of his parental relation is as much bound to know, as a judge is bound to know the civil and criminal law which he undertakes to administer."

Not practical, to give a scholar a trained eye and skilled hand by instructing him in free-hand and mechanical drawing? What in after life will they need if not these two things?

Not practical, to require a scholar to write, weekly, a composition on some subject worthy of investigation, and require that it shall be written neatly and well, properly punctuated, words correctly spelled, and thoughts clearly expressed?

If these things be not practical, then the practical men and educators of the world are woefully mistaken. And yet these things are just what we are teaching in this school from day to day and week to week. I know of no reason why school teachers or school officers should not wish to send out into the world well and practical educated young men and women. But if scholars are allowed to leave school for trivial reasons, or are taken out because they are properly disciplined and made to work, I doubt very much if they get any education, practical or otherwise, except that of the street and loafing stand. But why dwell upon this subject before an intelligent audience, and at this age of the world? Such complaints generally come from chronic grumblers,—men who never build up anything themselves, but are ever ready to pull down the work of others.

During the past year with money raised through the efforts of teachers, scholars and others interested, a fine Piano has been placed in the school-room. Some seventy-five dollars' worth of engravings, representing the principal events in our country's history, have been placed upon the walls. The windows have been filled with flowering plants. Painting and carpeting done, and other improvements made. And I speak from personal observation when I say that there is not a school-room in Maine so pleasant.

This school having been thrown open to scholars from all the districts, its influence is being directly and perceptibly felt. We have been enabled to point scholars to something higher than their own schools, and thereby excite their ambition. And although but one entered, others are preparing to enter. Noticeable among them are some boys in our Intermediate Schools who support themselves while doing so. The fact is, education is diffusive. It cannot be confined to districts or towns. Imaginary lines should not and cannot hem it in. There can be no royal road to learning. School privileges under necessary rules, should be open to all.

The teachers, Mr. Berry and Miss Hunter, have been faithful in the discharge of their duties. In Mr. Berry as an instructor and disciplinarian, I have not been disappointed. The school is as orderly and well regulated as I have ever seen. And I know that most of the scholars work earnestly and faithfully and make good progress.

**ABSENCE AND TARDINESS** It is a pleasure to point out the improvement made in our schools in regularity of attendance and in the matter of tardiness. To me, this is the best evidence of an increasing interest in our schools, manifested by parents, teachers and scholars.

The fact is, public sentiment in regard to these matters has vastly improved. While our schools are far in advance of what they have been, there is still room for improvement. After we shall have done all we can in this direction, we must next turn our attention to the question of non-attendance. How to get our scholars to go to school is a question that is now agitating the whole country. Shall it be done by ordinary means or shall we resort to compulsory attendance? This is the question soon to be decided in this country. The subject is deserving of our careful attention.

**SCHOOL DISTRICTS AND SCHOOL HOUSES.** These two subjects are intimately connected. Because there can be no similarity in the condition of our school buildings until the school districts are abolished, and the town assumes the control of the school property. One district may have a fine school-building, with its school-room adorned with pictures and mottoes, with ample play-grounds, and in all respects complete. Another may have

an "edifice, not unlike a medium looking goose-pen in airiness and amplitude of dimension, set upon a few cobble-stones on the edge of a rough, rocky road, surrounded with no play-grounds, and overshadowed by no tree, with no pleasant object without or within to address the eye or touch the heart." Who shall say that such is the place to kindle the intellect and develop the moral nature of the young? Why should there be this difference? The town is required to raise a certain amount of money for the education of *all* the scholars. The State furnishes aid. And yet, as matters now stand, the town and the State are prevented from doing the very first thing that ought to be done—that is, furnish a good school-house; but leave the districts to do this work, whether rich or poor. We need four new school-houses in this town before we can bring our schools up \* to the proper standard. And the work cannot and will not be done until we abolish the districts. Districts should be abolished as a matter of economy; they should be abolished as a matter of justice, that the school money can be equally distributed, as it should be, when all contribute to the common fund. Then every child will have a fair and equal chance, and scholars may attend school at the most convenient places. There are, as I said in a previous report, instances in this town where children are obliged to go away from a school-house to attend school.

Some improvements have been made in and about our school-houses the past year — With neat and comfortable school-rooms, it is a comparatively easy matter to interest scholars and to keep them so. An instance of this came under my notice last year. For years the complaint has been made by the people of the Ridge District that the school-house was continually being torn to pieces. I concluded to try an experiment. I caused the room to be thoroughly cleaned, its pencil-marked walls to be whitewashed; and at my own expense I placed upon the walls a number of pictures. Teacher and scholars kept the room trimmed with evergreen, and out of a forbidding place was made a tolerably cosy and inviting room. And to my knowledge not a dollar has been laid out since for repair of damages.

I cannot close this topic without calling your attention to the fact, that many of our school-rooms are badly warmed and wretchedly ventilated, or rather, I should say, not ventilated at all. To send a child to school to freeze all the morning, and suffocate all the afternoon for the want of pure air, is cruel indeed. Besides, aching heads and flushed faces are not pleasant things to see in a school-room.

OPPORTUNITIES OF EDUCATION. When we consider what the opportunities of the parents and grandparents of the rising generation were, and compare them with those of the present day, how great the contrast. Then, the time devoted to schooling was some six or eight weeks in a year. The school-house was a rough barn-like building, with the roughest and hardest of seats, and without anything to render it convenient or pleasant. The text-books were the testament, reader and speller. How changed to-day! The school-year is now from thirty to forty weeks. The barn-like structure has given way to the school building of modern architecture, with all its conveniences for carrying on a school. Instead of a forbidding place it has become an attractive one; instead of the testament, reader and speller, only, as text-books, we have these and learned treatises on mathematics, language and the sciences. Consider for a moment the opportunities for an education that the children of this town have. A system of graded schools with excellent teachers; a public library containing the works of the world's most gifted authors to resort to; a public reading room, where are to be found the leading journals and magazines of the country. There they can hold communion with the best writers of the day, and here learn of passing events immediately upon their happening.

"The truth is, after all, that the most elaborate and manifold apparatus of instruction

can impart nothing of importance to the passive and inert mind. It is almost as unavailing as the warmth and light of the sun, and all the sweet influences of the heavens, shed upon the desert sands. 'The school-master is abroad.' The word has been caught up by the nations as prophetic of mighty changes. But the school-master is abroad to little purpose, unless his pupils stand ready in their places to receive him with open and active minds, and to labor with him for their own benefit."

If all the means of education which are scattered over the world, and if all the philosophers and teachers of ancient and modern times, were to be collected together, and made to bring their combined efforts to bear upon an individual, all they could do would be to afford the *opportunity* of improvement; they could not give him a single valuable thought independently of his own exertion. All that could be accomplished must still be done within the little compass of his own mind; and they could not approach this by a hair's breadth nearer than access was made for them by his own co-operation. Nothing short of a miracle can teach a man anything independently of this. All that he learns is effected by self-discipline, and self-discipline is the mind's own work. We all are, under God, intellectually, the makers of ourselves.

CONCLUSION. From whence, then, are to come the influences that are to make good scholars? That will incite them to become well-behaved, orderly and obedient?—cause them to strive hard to climb the hill of learning? Teachers can do much towards creating these; they cannot do all. They must come from home. There the idle child should be taught industry, the disobedient child, obedience. "It is there only that a selfish child can be taught to be generous and disinterested; that a passionate child can be taught self-control and gentleness; an ill-tempered child softened to sweetness; a despondent child cheered to hopefulness; an imperious child moulded to a sense of justice; an ambitious child taught how infinitely nobler and happier it is to live for others than for the advancement of self."

From home influences, then, must come the greater part of the child's education.—And that your children may be under these influences, I would make our schools equal to the best. The rich man can send his children away from home to receive the education of the schools; and yet he sends them forth among strangers, with fear and trembling. The poor man is denied the privilege; and yet the poor man's child can aspire to, and reach, if he have the ability, the highest positions in the land. That the opportunity for the best of educational training may be his, I would raise our schools to the highest standard of excellence. Finally, fellow-citizens, for myself I have no favors to ask. The duties you assigned me by your suffrages have been no play-day affairs, and would naturally be avoided. But for your children, whose cheerful faces and kindly words have endeared them to my heart, I make this—what may be—my last appeal: That you be liberal in your appropriations; that you may have more school and the best teachers. That you consider the fact that you have but just entered upon the work of school reform and that your heartiest co-operation is needed. That you should not condemn anything because it is new. That, when faithful men and women are working for your children's best good, you encourage and not discourage them. That you take no steps backward.

Go forward, build up your schools that they may rank with the best, for yours is the responsibility, and as you meet it, so will it be well or ill with you, before your children, your country and your God.

HARRISON HUME, *Supervisor.*

## CUMBERLAND.

## RESOURCES FOR SCHOOLS.

Money raised by the Town.....	\$1,300 80
Town Fund .....	102 82
Mill Tax.....	575 56
Bank Tax and State Fund.....	386 29
Whole amount.....	<u>\$2,365 27</u>

During the past year, there has been fair progress in some of the schools. In others, far less has been accomplished than ought to have been. But if the children have not learned all they might have learned, your committee feels that he has gained more knowledge of schools, during the last twelve months, than in any previous year. If the people will receive and act upon the suggestions which may be made as the result of that knowledge, the year may not prove unprofitable. Never before have I been so thoroughly impressed with the importance of our common schools, or seen so clearly the defects of our system. It is a vital question, how can these schools become more efficient! Until the citizens are convinced of the necessity and possibility of improvement, they will not put forth those efforts or adopt those means which will ensure the greatest success.

As the laws now are, the source of power, and the place to begin reform, are in the districts themselves. The people should have a settled policy, that they will employ the best teachers that can be obtained. Perhaps all will say, that this is now the determination. It may be the intention, but it is most meagrely carried out. The best cannot be secured without the utmost care. I do not say that the first class should be sought in every case, but those adapted to the special work to be done. The idea seems to be deeply imbedded in the minds of many, that almost anybody can teach our backward schools. There never was a more absurd or ruinous notion. It is true that these schools do not need teachers so far advanced in study, but they do demand the greatest tact, energy and enthusiasm. If the children are dull, all the more they should have instructors who can inspire and stimulate them. They must awaken in them a love of study, and teach them to apply themselves. Mere learning, or we might say, mere knowledge of books, is a very small part of the qualifications needed for the business of teaching. Some who have made high attainments in science and literature, make the poorest teachers. Hence we should seek for those who have some natural ability for the profession—those who have character, and are “born to command.”

It is the greatest folly to hire any, because they are cheap—they are the dearest in the end. Neither is it wisdom to increase the wages, unless the work is better. Notwithstanding what was said last year in regard to raising wages, I must say that enough and more than enough is now paid in many cases. What we want is better teachers than we now have; then we can afford to pay them. We have a few that are all that could be desired. Many commence teaching while too young. Let us insist upon the best talent. It is easy enough for people to see that one man, on the farm or in the shop, is better worth two dollars per day, than another is one dollar, but they do not think the same holds true in regard to teaching. As long as we pay the same price for inferior work in the school-room, that we do for the best, we cannot elevate our schools.

Just here great responsibility rests upon the agent, in the several districts. Then let every district elect the best man as agent. If you select one who has some favorite to employ as teacher, or who will take no interest, but will hire the first person that applies, and at the cheapest rate, you can blame none but yourselves, if the school is a failure. Every person, whether he has children or not, has a deep and vital interest in this choice, and should by all means attend the district school meeting. There is no meeting held, more important to the interests of education than this; yet it is often

considered by many, of the least importance. Choose the right man, and you may leave the business to his care for that year. I would most earnestly beg of the citizens to notice this one thing; if you do, this report will be well worth all its cost.

And here let me say that unless the districts do perform their duty in the selection of the agent, the superintendent can accomplish little—his hands are often completely tied—his best efforts utterly futile. But you will say, that he has the power of rejecting a teacher, if he is not suitable. This is true, and yet it will do little good, unless the people are bound to have the best teachers, and the agent secures the right one, in the first place. The agent has the advantage. He can inquire into the past record of the applicant, and can know if he is fit for the place. The superintendent has no such opportunity; he must judge by the literary qualifications of the candidate, and by his general knowledge of human nature. We are sometimes almost obliged to give certificates in cases where we should by no means hire the persons. They may be fine scholars, but we can know nothing of their past success—we have no means of knowing; recommendations are of no account, we lost all confidence in them long ago. We must have actual knowledge of what the person has done. Therefore, there should be the closest sympathy between the superintending committee and the agents, for it is only by working together, that the best results can be reached. If the committee have been in office a year or more, they know who of the teachers have succeeded in town, and they may also know of others whom they can endorse. It is then the part of the commonest prudence, that the agents consult with the superintending committee before they engage, unless they can secure one who has already given satisfaction in the district. This year I have come to the full conviction that the wisest way, would be to put the hiring of teachers into the hands of the superintendent, if you can find the right man—one of sound judgment, of broad views, and wholly unselfish. The objection to the “centralization of power,” cannot be sustained. The thing is, to have the work done in the best manner. It would not do to commit this power to every body, but to one, who would be a servant to the people, and would carry out their will.

G. B. RICHARDSON, *Supervisor.*

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#### DAMARISCOTTA.

I will say that a review of the work in our schools for the past year, affords me intense satisfaction, though in a few instances the teachers have not been such as I would have selected and their services have not been so productive of good as those of different teachers might have been. But let us learn wisdom by experience, and in a measure atone for past carelessness and indifference by the exercise of care and prudence in future. Let every school agent in town firmly resolve to hire no teachers during the present year but those whose merits and qualifications have been tested and established beyond question. Try this for one year, and the result will, I am satisfied, render further exhortation unnecessary.

I have uniformly required our teachers to devote a liberal portion of their time and attention to the arts of reading and spelling; and notwithstanding many persons in this age of financial strife and daring speculation, have imbibed the notion that a familiar knowledge is the great desideratum, yet I am happy to report that through the prompt and cordial co-operation and earnest efforts of the teachers, our schools very gracefully submitted to the requirement that reading and spelling should be made studies, instead of mere formal exercises in the daily routine of school-room life. The result has been more favorable than I had dared to hope. Classes which a year ago would have pained

and distressed the ear of the hearer, can now afford a very interesting exhibition of that most valuable and fascinating art—reading. Other studies have not been neglected. I make particular mention of reading, for the reason that for years it has been sadly and shamefully neglected.

We have good reason to look forward with great expectations to the results of this year's school work, and I most sincerely hope our expectations may not be doomed to disappointment.

WILLIAM H. HILTON, *Supervisor.*

#### DENMARK.

In the brief report of the schools for the past year, I have drawn my conclusions from what I saw and heard during my visits to them. I believe, on the whole, that they have been a success, and that the standing of the scholars, in the various branches taught, has been considerably advanced beyond what it was at the commencement of the year.

There has been built during the year by district No. 4, a good new school-house, amply large for its present and probable future wants. This has long been a need of this district, and, in its new house of instruction, I doubt not it will receive its reward, not only in the improved aspect of the neighborhood, but in greater comfort, better health, and increased intelligence of its scholars.

The condition of things relative to the text-books in our schools, in my judgment, is unfortunate. If there is an uniformity in some of the schools, when taken singly, there certainly is not in the schools of the town, when taken collectively. There are, in our schools two series of readers, Hillard's and Monroe's, either of which is good enough alone—Hillard's has been longer in the schools, and is my preference of the two—but when the two become mingled in the same school, it multiplies the recitations, and consequently diminishes the progress of the scholars, because, where too much work is thrown upon the teacher, he must neglect somewhere. Monroe's, were last year introduced into five of the thirteen districts, and those the largest ones.

Swinton's Grammar was, last year, introduced into our schools as the grammar to be used for the next five years, unless changed by a vote of the town; but, owing, I presume, to the fact that not enough were furnished to supply the scholars in all our school districts, they were not fully introduced, so that the grammar before used, Weld's and Quackenbos', remains in part. The two are now more or less in the same schools, and hence the grammar recitations are multiplied, and so more detriment to the schools. Swinton's Grammar has not, as yet, proved a success in our schools. Of all the teachers who have taught in town the past year, and have had anything to do with the grammar, one excepted, I have asked of them their opinion of it, and have invariably received an unfavorable reply. They have deemed it unsuitable for the schools, unfit for the scholars. Some of these teachers are liberally educated, and their opinion should be of some value, especially as I requested them to examine the book before deciding upon its merits. I have had some personal experience with the book, have examined it to my satisfaction, and have come to the conclusion that, however much their may be in it of progress and advancement beyond other grammars—if it is in any way entitled to this claimed position—I could not use it beneficially as a text-book in our common schools. I will say, farther, that the scholars, so far as I can ascertain, universally dislike it.

It may be asked, in view of these facts, why I have not, so far as I could, rectified these matters. I answer, that change of school books is a matter that never should be acted upon rashly, nor without a proper regard for the wishes of the inhabitants of

the town; that there are families to whom this extra tax is really a burden; that changes have been so frequent that the inhabitants have become sore in the matter, and I cannot blame them. A change of school books is apt to be of but little profit to any except the publishers. These changes, and imperfect they always are, are a continual source of injury, as it renders uniformity of text-books virtually impossible; and I believe that uniformity in fact, even though the text-books are not of the first grade, is better than a lack of uniformity, with an endeavor to introduce the best. My judgment in the matter is, that it would be well for the town to authorize the establishment of a uniformity through the Supervisor, S. S. Committee, or some other person or persons; that those authorized be instructed to select from the books in use in the schools, unless it be some one that is decidedly objectionable; that the inhabitants express their desire by public vote to be spread upon the records of the town, that this uniformity being established, no book shall be changed by the school officers without a vote of the town, for the term of ten years, geographies excepted. I have no doubt that such an expression would have a restraining influence upon the powers that control this matter.

S. G. DAVIS, *Supervisor.*

DEERING.

Money raised by the town for schools.....	\$3,500 00
"    received from the mill tax.....	1,168 16
"    "    "    savings bank tax and general school fund	784 05
Total .....	<u>\$5,452 21</u>

The statistics given above show that the town received as school fund, \$5,452.21, being \$721.06 more than last year. The length of the schools has been greater and the per centage of average attendance to the whole number of scholars has slightly increased; but there has been a decrease in the per centage of average attendance to the whole number enrolled.

OUR SCHOOL HOUSES. The condition of our school houses has undergone no material change since last year. There are two first-class school houses in town in which are maintained graded schools; the buildings and schools are an honor to the districts and an ornament to the town. In districts No. 4, 14, 15 and 16, the buildings that pass by the name of school houses are very poor indeed. It is impossible, with the best instructors; to maintain a school of high order in a poorly constructed and inconvenient room. The districts are losing a large per centage of the money apportioned to them, in neglecting to provide suitable school houses. The other school houses are in a fair condition.

OUR SCHOOLS have generally been harmonious the past year; not one instance of serious difficulty between teacher and scholar has occurred. So far so good. To be harmonious is one thing, to be profitable is another; some schools are quiet in their appearance but not very profitable, because the teachers are not interested in their work. There are four elements essential to a first-class school; a suitable building, competent teacher, dutiful scholars, and parents ready to co-operate with the teacher and scholars to obtain the desired result. There are but a few schools in town containing all the elements; the two graded schools approximate nearest to these desirable attainments.

A WORD TO AGENTS. As the success of our schools depends so largely upon the kind of teachers employed, we would suggest whether greater care on the part of agents in



their selection would not be well repaid. The committee may be satisfied that the person presented to them for examination possesses the literary qualifications, while respecting others equally essential, viz: a capacity to properly manage and govern a school, they have not the means of knowing; this is properly the duty of the agent.— Our schools require experienced teachers. If the agents were to observe the rule to engage no person for that responsible station until the most careful inquiry is made as to previous success in teaching, managing and governing a school, we believe the number of unprofitable schools would be greatly diminished.

**GRADED SCHOOLS.** The town of Deering is so constituted that a system of graded schools could be so arranged as to accommodate the whole people without serious inconvenience to any. The ruinous policy of dividing and sub-dividing our school districts, adopted in years past, to bring the school house near every man's door, has little advantage except cheap, inconvenient school houses, and poor schools.

**FREE HIGH SCHOOL.** We feel constrained to urge upon the town the importance of establishing a Free High School. When we consider that the free school is the only place of instruction which many of our scholars are permitted to enjoy, and that just as they leave the school they must take their places as members of society, it behooves the town to provide a school of proper grade to enable them to qualify themselves for the important positions they will be called to fill. The course of study in such a school should embrace the ordinary academic studies, particularly the natural sciences in their application to mechanics, manufactures and agriculture. Such a school is much needed in town; it would enable our young men, when they enter upon the active duties of life, to work understandingly, and to a purpose.

**CONCLUSION.** The future character of our people depends upon the character of our common schools. They are nurseries of mental and moral culture, the birth-place of habit, of principle and of character. In them, all acquire the elements of education; from them is constantly emanating a powerful and all-pervading influence that will affect, for weal or woe, not only the present and future welfare of our people, but the safety and perpetuity of the nation. Good schools, alone, can develop the wondrous might and majesty of the people. Their power is the power of intellect, which has jurisdiction over every passion, affection and sentiment. In war it is more powerful than the sword, and in peace it diffuses all the blessings of the arts. If you would be happy, safe and great in all the attributes of a moral, religious, refined, powerful and free people, regard the last words of Washington to his countrymen: "Promote then, as an object of primary importance, institutions for the general diffusion of knowledge." Weaken our system of common schools and you degrade and impoverish the people; you weaken the strongest link in the great chain that unites our civil, political and religious rights, and oppression, disunion and crime follow. Sustain, encourage and elevate the free school, and you elevate and enlighten the character of the people; you strengthen the union between man and man, and increase the bond between him and his Maker.

The Legislature of our State, by wise and judicious legislation, has nobly lent its aid in the great work of educating the whole, by providing Free High Schools. Let us co-operate. Let us use our undivided efforts to make our free schools, what they were designed to be by their immortal founders, the colleges of the people and guardians of our children.

GEORGE W. JOHNSON, *For S. S. Committee.*

## EDEN.

In submitting our report, we are glad to say that, with one or two exceptions, the several district schools in this town are in a flourishing condition. Having visited all the schools during the past year, we are pleased to find them improving, both in discipline and in the advancement of education. Most of our teachers have been well qualified, not only to instruct, but to govern successfully.

After examining our registers, we find that the greatest obstacles to be overcome is irregularity of attendance. The parents fail to take an interest in the education of their children, consequently their children pass many days in idleness, when they should be in the school-room. So long as parents are indifferent whether or not their children attend school, just so long shall we have to contend with this great evil.

In conclusion, we can only say, that we have endeavored to discharge our duty faithfully, if we failed to perform it acceptably.

EDGAR W. HIGGINS, }  
BLOOMFIELD HIGGINS, } *S. S. Committee.*

## EAST MACHIAS.

A majority of your committee have so recently taken office that we are unable to make comparisons with the years immediately preceding the last, but the present plan and operations remind us of the state of things existing twelve or fifteen years ago when we stood in the same relation to the schools as now. We still have the old district system, with almost an entire absence of the graded school, and no instruction in the higher branches. The principal difference we notice is in the amount of money expended which has considerably increased the length of the schools, but it is not apparent that the proficiency and attainments of scholars of corresponding ages has been advanced in an equal ratio with the increased expenditure. Is it not time for this town to review the situation and adopt some of the improvements in the arrangement and classification of scholars which have placed the schools in some of the other towns in the county so much in advance of our own, and thus secure to all our youth the advantages of a higher culture and education?

The importance and influence of education on the rising generation is admitted by all; and while our schools have been productive of much good, and attended with a measure of success, still we feel that the results fall far short of what they should be, and far short of what the money we are obliged to expend, and do expend on them, might reasonably be made to produce. The amount required to be raised by the town, with the school funds now received from the State, is ample for common school purposes; and if any addition is needed to give us a higher grade of instruction, which is now demanded for all who are willing to strive for it, surely we are able and ought to supply what is needed. We have as intelligent and promising boys and girls to be gathered into our schools as any community, and they have claims on us that are not to be disregarded.—How is this failure to produce the best results to be accounted for?—and how can our schools be improved and made more successful?

As one great underlying cause of the want of improvement in our schools, I fear we must admit there is a great lack of interest in all parties concerned. Schools will not run of themselves, or take care of themselves, any more than a business or a profession. Committees, teachers, citizens, all have duties to perform; but where there is lack of interest, duties are likely to be neglected.

The schools need more careful and thorough supervision. Teachers must fit themselves more fully for the work, and such only should be selected as develop a talent and aptness for teaching. Many teachers labor hard in school, but from deficient education, lack of the faculty of imparting instruction to others, or failing to inspire their pupils with an interest needful for success in the rugged path of learning, their labor fails to produce the desired result. Parents can do much to impress upon their children the value and necessity of education, and see that they are constant and punctual in their attendance at school. They can also by their occasional presence in the school-room exert an influence that will be highly beneficial and encouraging to both teacher and pupils.

We are pleased to notice a movement made this Spring in the right direction, to wit: uniting the two village districts for the purpose of establishing and maintaining a system of graded schools. This we have long needed; and we trust the accomplishment of this point is a harbinger of a new interest in the success of our schools, that will not stop short of placing free instruction in the ordinary academic studies within the reach of every scholar in town. The recently enacted State law for the encouragement of High Schools, authorizes an arrangement with our Academy which places this object within our reach for a very moderate outlay in addition to the sum required to be raised for common schools. The Union District can then maintain primary and grammar schools, and the Academy take the place of the High School, each having its appropriate course of study; and we are confident that here as elsewhere such a system will admit of more efficient instruction and produce an emulation in the scholars which will be a decided improvement on our old district system—or what may appropriately be called, no system.

Our town, perhaps, is not well situated to bring all its scholars under a complete system of graded schools, but the privileges of the High School at least may be extended to all. And although on account of locality the village would seem to derive more benefit from it, and would no doubt furnish the larger number of scholars, yet it is believed the other districts would furnish a due proportion of acceptable scholars, and would receive more in free tuition, than they would pay in increased taxation.

We commend this subject to your favorable consideration, trusting you will vote at the annual meeting to complete a good system of graded schools; and that by the united efforts of all, stimulated by new interest in the important subject of education, we shall have a free, more thorough and advanced method of instruction within the reach of all, instead of the favored few; and that our schools may become a credit to the town, and amply repay the additional outlay by the increased culture and development of our youth, not only as a present good, but as an influence to be felt in the future, as they successively come upon the stage of action and responsibility.

CHARLES CARY,  
ALBERT C. NASH,  
F. LORING TALBOT, } *S. S. Committee.*

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#### EDDINGTON.

FREE HIGH SCHOOL, EDDINGTON. The course of instruction was accurate, thorough and practical. The teacher's main point was thoroughness, not trying to rush the scholars through their books, but to have them understand what they were studying.— Those who studied some of the higher branches made very good progress for a ten weeks'

term. The average advancement of the school was fair, though it was evident that some of the scholars did not derive the benefit from the school which they should have done.

FREE HIGH SCHOOL, EAST EDDINGTON. This term commenced with every prospect of achieving a brilliant success. The teacher was thoroughly capable, while the scholars were earnest and enthusiastic. During the first five or six weeks of the term the teacher and scholars worked together so earnestly and to so good a purpose, as to merit the highest praise. The same interest and enthusiasm appeared again before the close of the school, making the last two weeks by far the most profitable part of the term. The examination was very creditable to both teachers and scholars, while the closing exercises gave great pleasure to the large number of persons who witnessed them.

The usual degree of prosperity has attended our schools during the past year. Some of our teachers have not been of the first class, yet the most of them have been competent, thorough and faithful, employing much better methods of instruction than in former years, so that, on the whole, we believe our schools are steadily advancing in the right direction. As experience has fully demonstrated that the success of our schools depends mainly upon our teachers, the importance of securing the best teachers cannot be over-estimated.

Teachers should understand that if they expect to receive employment, they must fully qualify themselves for their work. A knowledge of books is not sufficient; he who desires to fill the responsible position of teacher in our schools, should be familiar with the best methods of giving instruction and know how to govern his scholars, which he can never hope to accomplish until he has first learned to govern himself. Few teachers fail of success for want of education, where many fail for want of skill in the government and general management of their schools.

It is recommended that agents should consult with the committee before engaging teachers for their schools, as it would often save both themselves and the committee from much embarrassment through the rejection of an inefficient teacher.

We trust the town will continue to maintain Free High Schools, as in no other way can equal opportunities for procuring an education be afforded our scholars so cheaply.

Ample provision is made for the education of the young, and they are inexcusable who neglect to avail themselves of its advantages. Parents should see that their children attend school regularly, and endeavor to impress upon their minds the benefits arising from education, refinement and moral culture. The efforts of parents, united with those of good teachers, would give us better and far more successful schools.

T. B. SPRATT,  
 GEORGE S. COMINS, } S. S. Committee.  
 FESTUS F. MERRILL, }

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#### ELIOT.

In accordance with a law of the State and a vote of the town, a Free High School was taught for a term of ten weeks, commencing in August, with Horace Parker, A. B., as Principal, and Miss Emma Guptill, Assistant. Wages of Principal, \$80 per month, (he furnishing fuel and paying other incidental expenses,) the Assistant, \$1 per day, excluding board. The whole sum paid by the town for the pay of teachers being \$240, one-half of which has been refunded by the State to the town, in accordance with the terms of the law; leaving \$120 as the expense to the town, to which should be added \$10, paid for the use of the Academy, in which the school was kept. Whole number of

scholars in attendance, 64; average attendance, 55. The studies pursued were such as are usually taught in English high schools.

The Free High School is intended to take the place of the Academy, and in several respects may be considered to present advantages to the public that that institution did not. As an experiment, this school, under the faithful instruction of its Principal and Assistant, made most excellent progress.

It was a very interesting and profitable term of school to the large number of scholars who availed themselves of its privileges; and, in a word, was every way worthy of commendation.

There is no public expense which is capable of yielding such returns for the benefit of all, as that which goes to the encouragement and support of our public schools. We are glad to witness an increasing interest in these schools as manifested by parents in their more frequent visits during their sessions. Such attention has the effect to stimulate both teachers and pupils to greater exertions, and raise the schools to a higher standard. One school register shows ninety as the number of visits by citizens during a term of eighteen weeks; and the schools where most attention of this kind has been paid, are those where the greatest improvement has been made. We hope to see this interest increase, and that school agents will see the necessity of providing a few spare chairs to accommodate visitors; in some of the school-houses no such provision has been made.

Nothing has occurred during the school year to seriously interrupt the harmony and prosperity of the several schools; but a little more co-operation of parents with teachers would have been conducive of much good.

One new and commodious school-house has been built (in District No. 3,) during the past year, which will prove of great advantage to that District.

ICHABOD COLE,  
HORACE PARKER, } *S. S. Committee.*  
C. H. GUPTILL, }

#### FARMINGDALE.

I think as a whole there has been a fair degree of improvement in our schools for the past year; if some have fallen below our expectations, others have exceeded them. I have invariably found those schools where the parents make a practice of visiting them, to be in advance of those where no such practice exists. If parents, instead of listening to the complaints of their children, would make it a point to visit the school-room often, witness its discipline and improvement, thus showing that they have an interest in the matter, we should soon see a greater degree of improvement than at present; our schools require the fostering care of parental influence enlisted in their support. There is no subject of a public character, but what is affected by public opinion. Their usefulness depends very much upon the support which they receive from this source. Irregularity of attendance has been in some instances a serious inconvenience and a positive hindrance to the progress of our schools. You are aware that your school-houses are entirely unfit for the accommodation of scholars; they are old, cold, inconvenient and dilapidated. You are not only a little disrespectful to your teachers, but you are enfeebling their best efforts by placing them in such houses; your scholars will suffer both in mind and body, and your school money will be nearly thrown away until you afford your children new houses.

GEORGE WHEELER, *Supervisor.*

## FARMINGTON.

Before I render you an account of my stewardship, I deem it just to myself to state that I consented to take the office for a single year, not because I coveted its meagre honors and more meagre emoluments, but because of a willingness to do anything in my power for the good of that portion of our community to whose welfare we are not only commissioned by the State to attend, but also obligated by the natural affections, and the direct commands of God. I have ever kept in view the responsibility of the position and its power for good or evil; and I feel conscious of having met that responsibility and used that power, as fairly and fully as my own weakness and other attend circumstances would allow. With what success my efforts have been attended I leave you and the future to decide.

I would not undertake, in this report, to be wise above my years and experience, and so I lay aside, for the time, any peculiar educational theories I may have, and content myself with performing for you the duties of a photographer; who shall first remove the curtain that your school world may photograph itself, and then, acting upon the assumption that you will not be pleased with the likeness, shall suggest, as only experience and observation warrant, how you may secure a better picture at the next and every succeeding sitting.

I began the work incident to the office without any just idea of the condition of our schools, not having been familiar with them for the last ten years, and having received no records of their status from my predecessor, except an incomplete list of school registers covering a part of the last two years. I was, therefore, surprised when I learned the exact state of things, because I had received the impression, through various sources, that it was a part of Farmington's creed that there are no schools like her own; and I write under the full consciousness of the fact that, in dissenting from this creed, I shall be called heretical, ignorant, and unpatriotic in the extreme.

During the year I have issued 35 teachers' certificates and rejected six applicants for the same. Though the last action naturally caused some ill-feeling, and in the case of a few schools deferred the time for commencement, yet the result was so manifestly conducive to the interest of the schools applied for, that I recommend to my successor a more careful sifting than I have practised.

I have not once been called upon to decide questions arising between parents and teachers, relative to punishment, yet in two instances have been asked to dismiss the teacher. In one case the complaint was "incompetency," in the other, "a lack of interest in the school, on the part of the teacher." After a due investigation of both cases I came to the conclusion—which the facts inevitably demanded—that, in the main, the charges were unjust, and that the good of the schools would be better subserved by the retention of the teachers, than by their dismissal, and acted accordingly. In one case, however, the school, though acknowledging the fairness of the decision, yet appealed from it to their own prejudices, which suggested to them the removal of the stove from the school-room. This being done, the teacher, without my knowledge, concluded to vacate the field for the man whom the district had thus unfairly tried to obtain.

I have made 95 visits to the 24 different schools, and since many of them are remote from the center and from each other, it has required over 50 days' time and over 430 miles of travel. Some of these visits have extended through an entire session, while others were not more than an hour in length, yet all long enough to note the spirit of the school-room and the excellencies and defects of many of its exercises. These visits have usually been so timed as to insure my finding both teachers and pupils in their "every-day clothes."

As a general thing the teachers have impressed me with a strong conviction of their fidelity and zeal. Some of them have worked from early morn till late at night, and even freely expended their money for books and apparatus, that they might make their schools the best possible. Often they have shown their anxiety for their charge in promptly and frankly soliciting suggestions and criticisms on their methods; and whenever I have made these, directly or indirectly, by conducting an exercise for them, I have never had occasion to suspect that it was not well received, and in a majority of cases, acted upon. Indeed, so faithful and hard-working have they been, as a class, that I feel justified in saying that the schools of the town have never received more attention and enthusiasm. But, by the nature of the case, that attention and enthusiasm were not allowed to procure their legitimate fruits; notwithstanding all this well directed effort much less has been accomplished during the entire year than might have been realized in a single month had the circumstances been different.

"But what hindrances have the existing circumstances furnished?" you ask. In reply I will first speak of the condition of the schools as regards text-books.

Inasmuch as our schools are not over-stocked in the number of text-books, I consider them exceedingly rich in the variety they furnish. I found but four series of readers in use, though the fifth would have been brought in had I allowed it. In one school there were six classes in reading, for eleven scholars; in another, five classes for seven scholars; in another, seven classes for thirteen scholars; in another, five classes for five scholars, (the scholars in that school must be gratified to know that one can make a "class," and that it is so easy a matter for them to gain the prize for "leaving off" at the head the most times,) and in still another, eight classes! I should add, that the schools where one finds eight classes, are just the schools where the parents demand that the teacher shall "read them round four times a day." If the teacher complies with this modest request, she has thirty-two exercises in reading!—to say nothing of the multiplicity of other studies usually found in such a school.

In arithmetic one school had six classes; several had seven; and one, eight classes for only ten scholars! One of the patrons of this last school intimated to me in modest terms, that I was "the meanest man that ever stepped," because I suggested a change in books.

There were but five different series of text books in this study, yet one of these series consists of six books! When asked where such a book was obtained, the reply would be: "Susie brought it home from B—," or "Mr. X sold it to me," or "It is the one we used when we lived in —."

There have been in use but five different series of books in grammar. But it seems that the schools were authorized to use three of the five; and people about to purchase a text book in this study would come to me and ask, "shall I get Kerl's, or Tower's, or March's?" and one good woman after asking the question, added in despair, though still maintaining her common sense, "I should think our town needed a thorough going over in the matter of text books." I suggest that she be a member of the next school board.

But before we enter upon the exciting subject of geography, let me subjoin a list of text books used in a school of eighteen pupils. For this list I am indebted to Mr. Craig, the teacher in No. 16:

Readers—Progressive Fifth, Third, Primer; National Fourth, Third, First; Wilson's Second.

Arithmetics—Greenleaf's Common School, Practical, Primary; French's Elementary.

Geographies—Guyot's; Hall's (one that was brought from the village district before they were introduced into the schools of the town); Cornell's; Colton & Fitch's; Colton's Quarto.

Grammar—Weld and Quackenbos'; Dalglish's; Fowler's; Kerl's.

Algebra—Greenleaf's.

Spellers—Progressive; National.

Such a variety of text books, and so many in a series, coupled with the demand of the parents and scholars, made for one teacher thirty-seven recitations; for another thirty-eight; for another forty-two, and for another forty-six!—giving the pupil seven minutes for going to the recitation, reciting (if the class recited in concert), and returning to his seat; and not allowing any time to the teacher for the explanation of the lesson.

This brings me to the study of geography. In the different schools there were five classes for eight scholars, three for seven, five for eleven, four for ten; in two schools, four for five scholars; in another, three for three scholars; and in another, seven for fourteen! And one teacher in her confusion, or else calmly anticipating what she thought might soon be the case, reported: "No. of classes in geography, *three*. No. of pupils in a class, *none*."

I cannot forbear mentioning also the variety of text books, by which "confusion was worse confounded." There were Warren's "Primary" and "Common School," Colton and Fitch's "Introductory" and "Modern," Guyot's "Common School," Colton's "Quarto," Mitchell's "Primary" and "Intermediate," Smith's "Primary" and "Quarto," and Cornell's "First Steps," "Intermediate" and "Grammar School." I am not sure that Smith's and Mitchell's were used in the schools, though they were given the teacher in exchange for new books.

Ponder this list of classes and books before we take the next step! Do you wonder that the teacher became distracted, the scholar more so, and that we sought a remedy for this state of things? Of these series, Cornell's was the last introduced—over nine years ago!—and but few scholars could be found who had gained from it any considerable geographical knowledge during these nine years. In attempting to learn its host of unnecessary map-questions, they had acquired a wonderful facility at forgetting. Of its descriptive part they knew comparatively nothing. And it is not strange that it should be so, since that portion of the book is hardly more than a compilation of statistics,—and those fifteen years behind the time, and in some copies even twenty-five years behind, thus robbing Boston of 73,000 of her population, and Portland of over 5,000. On the whole, it is about as well adapted to the study of geography as "Haydn's Dictionary of Dates" would be to the study of history, except that the latter book is correct, while the former is now incorrect. For example, it refreshes our memory of former days with the statement that "Russian America is a colonial possession of Russia," thus depriving the United States of one of her territories. It flatters the Monarchists of France with the idea that their country is still an Empire, that they have not lost Alsace and Lorraine, and that their enemy, Germany, is nothing but a Kingdom. It regales Pius IX. with the cheering news that he is still King of the Papal States, and that Florence is still the capital of Italy. It cheats Canada out of British Columbia and Manitoba, and does not recognize Sarmiento's Argentine Republic, which he is so carefully modeling after our own government. It sends its students to California by way of the Isthmus or by "rounding Cape Horn," and to the East Indies by the way of Good Hope.

In the light of all of these facts I felt myself driven to the task which I undertook. I concluded that a poor text book in reading, grammar and arithmetic could be endured better than one in geography; for different series of readers and arithmetics do not differ essentially, and grammar should be taught without a book; while a text book in geography but ten years old would be unsafe authority in these days of unparalleled progress and of governmental and territorial changes.



I saw that at a single stroke, I might rid the schools of a poor book, furnish them with an excellent one, and secure uniformity. I decided to do so. I began the introduction in the usual way, but the resistance of a few districts obliged me to resort to "unheard of measures." With the result, most are familiar and a few indignant.

The book introduced has so widely and successfully recommended itself that I need not speak of it further than to say that I sought the book before its agent sought me. I advised with the leading instructors in the town as to its merits, and before introducing it, I subjected it to a still better test, by putting it into two schools, and into the hands of several teachers, and carefully watching the results.

I congratulate the town that it now has a book which gives such universal satisfaction; but I congratulate it more that it has but *two classes* in this study in any of its schools. (I should modify this last statement by saying that I allowed the use of Guyot's in a few schools for reasons which I will mention in another place.) In the same school where before there were *seven classes* there are now *two classes*, one numbering eleven and the other seventeen. I would that every doubter of the expediency of the change could have heard this last class recite, and witnessed their enthusiasm.

Over two hundred (200) copies of "Our World Series" have been put into the schools, yet a few parents have saved (?) their forty cents and kept the old book, expecting the next administration to allow its use. I therefore warn my successor that unless he be vigilant, and exercise his proper authority, it can be said that "It is happened unto them according to the true proverb, The dog is turned to his own vomit again; and the sow that was washed to her wallowing in the mire."

But the schools are still in the wilderness as regards other studies, and I shall not do my whole duty unless I suggest a way to "the light beyond."

The reading books should be changed; not so much because they are unfit for the use to which they are put, as because they are becoming exceedingly distasteful to the pupils. Who enjoys reading his daily paper for the fiftieth time? Is it strange then that the school boy gets tired of his reading book and seeks a ten-cent novelette? I predict a happy time, not far distant, when all text books shall be issued for one-half their present price, and when reading books, especially, shall be sent forth as our periodicals are. Why would not "The Nursery," "St. Nicholas" and "Harper's," or "Scribner's Monthly," make a good series of reading books? With these in every family, a taste for the best literature would be cultivated, and the sensational books and papers now found in so many of our households supplanted. Why should not the child be gaining valuable historic and scientific information at the same time he is learning to read? My predecessor did an excellent thing for the schools when he introduced "The Child's Book of Nature." Scholars have learned more from it in a single term than they have learned from the "National Readers" in five years. But the contents of this book are no longer news to the children, and they rightfully demand something more.

If the text-books are changed the *five* classes can easily be reduced to *four*. If they are not changed the reduction should be made by throwing out the "Third Reader," which is nearly as difficult as the "Fourth." Much would also be gained by substituting for the "Fifth," a book in United States or English history.

The spelling book and parsing book should be banished, and the reading book made to serve in their stead.

A change should also be made in arithmetic. The Common School Arithmetic should be changed for the Practical. The primary class should be taught orally, then the Mental Arithmetic should be taken and *mastered*, after which written arithmetic can be finished in two years. I am strong in the belief that more can be accomplished in this study in six years than is now done in twelve. The teachers are to be blamed here.—

Scholars have been found "ciphering" in exchange who were not able to write a simple number no higher than millions; others working in profit and loss could not add two fractions; many classes in fractions could not recite the multiplication table; some were "beginning" the book for the eighth time; and in but few schools did the pupils understand anything of the principles underlying the rules. I have yet to learn that algebra is of any practical benefit to those who do not contemplate a course in the higher mathematics. I suggest, therefore, that it give place to history, physiology, and book-keeping, now so much neglected. The various text books in grammar should give place to *one*, and that should be used rather as a book of reference than as an exercise book. It is an unfortunate thing that the people are so thoroughly indoctrinated with the idea that "parsing" makes a good grammarian.

These needed changes in books can best be brought about by adopting the plan of

**FREE TEXT BOOKS.** The laws of the State authorize towns to "raise money to provide school books for the use of pupils in their public schools" Bath, Lisbon, Lewiston, and towns in the eastern part of the State, have tried the plan and all report in its favor. I copy the following from Mr. Dike's report of the schools of Bath for 1872:

"From our five years' experience in Bath, we can confidently recommend this plan to all cities in the State, as the best and cheapest method of providing school books. The towns and plantations will also find it to their advantage to adopt the same plan."

I think I foresee other benefits that would be derived from this plan, besides cheapness, uniformity, and the ease of changing.

If the town furnish text books, the teacher's desk will be supplied and her efficiency increased, because she will then probably look the lessons over before the scholar is called upon to recite, a thing which many of our teachers now fail to do.

But better than all, the teacher and supervisor can classify the schools. As it is, parents and scholars make out the scheme that the teacher must pursue. The consequence is, most scholars take studies beyond their years, and too many studies at the same time. Most of the classes in reading are one and some of them two grades too high. If the teacher attempts to put a scholar back, he puts in the plea that he has no other book and that his parents will not buy him a new one. But if the town furnish text-books, the teacher or supervisor can put into the hands of a scholar precisely the book he needs.

**DRAWING.** Educators generally now concede that free-hand and mechanical drawing should be taught in our common schools, since it can be taught as easily as penmanship or arithmetic, and that too by teachers who have themselves received no instruction in the art. It should be added to our list of studies. The farmers and mechanics of the country need this aid as much as the artisan of the city.

The scholar needs no material for this except a slate and pencil, and the teacher nothing but the hand-book of blackboard drawing, written by Mr. Walter Smith of Boston. Furnished with this the teacher can easily unite drawing, object-teaching and recreation in the same exercise.

The laws of the State also provide that "any town may annually make provisions for giving free instruction in industrial or mechanical drawing to persons over fifteen years of age either in a day or evening school." I believe that \$100 of the school money can not be better expended than in employing the drawing teachers of the Normal School to give two evening lessons a week during the winter months; and especially since we are not burdened with literary entertainments.

**SCHOOL HOUSES.** There are twenty-three school houses in town, of which five are good, ten bad, and eight indifferent; and all of them monuments of the truth of "total depravity." Many of them were, naturally, fitting objects for the development of one's evil propensity, and after being somewhat defaced, they became standing invitations to future schools, to carve, draw and "smash." When the boy is asked why he mutilates and marks the school building, he very shrewdly, if not reasonably, replies: "The town don't care much for me or else it would furnish a better school house, and so I don't care much for the town."

No reasonable man will say that our school houses, as a class, are such as we ought to have; certainly they are not such as we should have if men went to school instead of children. The church, where we sit but an hour each week, must have a cushioned seat. But the school house seat, where more than ten years of life are spent—or should be—and at a time too when the body cannot endure the hardships that it can in later life, is as uncomfortable as it could conveniently be made; and quite as antagonistic to the laws of a normal physical development.

Does not this fact explain, in part, the reason why so few parents visit the school or attend its public examination? They can't endure the hard seats, and impure air, even for an hour. At the last examination of our Grammar School the few visitors would sit first in one seat, then in another, then stand awhile, and, if one was so fortunate as to get a chair, he felt like doing violence to the laws of etiquette by clinging to it. And at the close, one after another was heard to say, "I am very tired;" "I don't see how these scholars stand it."

But what method shall we pursue to better our condition in regard to school houses? For the answer, read remarks on "The Abolition of the District System."

**APPARATUS.** The farmer does not expect his "hired man" to furnish his own hoe and rake, much less to work without them. Neither should he expect the teacher to furnish the apparatus which should belong to every school, or consider it economy to allow him to teach without this aid. Every study should have its material for illustration. With this material the teacher can impart much instruction without any effort on the part of the child. Only about three square yards of so indispensable a piece of furniture as a blackboard, is allowed to most of the schools; and that is generally so glossy or rough as to be wholly unfit for use. Agents might improve many of these at an expense of fifty cents.

During the year the village schools have been supplied with maps, globes, clocks, cases, and the nucleus of a teacher's library; No. 9 has been furnished with maps; No. 20 was furnished last year with a few maps and a globe; and No. 28 has the remains of some maps that were furnished many years since. With these exceptions not a school room in town has the simplest piece of apparatus. Some of them do not even contain a chair; and in many, this article is so "under the weather" as to constantly jeopardize the dignity of its occupant. Every school room should be furnished with a dictionary, globe, maps, charts, clock, thermometer, tape-line marked for feet and links, or better still, a Gunter's chain, a foot rule, yard stick, and other measures of length as well as of capacity. The school should collect its own cabinet of minerals, soils, woods, plants, seeds of common kinds of grass, grain, and zoological specimens. And by exhibitions or otherwise, it should furnish the walls with pictures and thus relieve them of their barn-like, dingy, cheerless aspect.

It cannot be that the people are informed as to section 39 of the school laws, and I therefore transcribe a portion of it, hoping that the districts may take advantage of this permission and greatly increase the efficiency of their schools: "A district may appro-

priate not exceeding one-tenth of its school money for any year, to purchase a school library and apparatus for the use of the schools therein."

TEACHERS AND TEACHING. More important than anything I have yet urged, is the employing of good teachers; and the retention of them is still more important. I am aware that our agents have a good motive in seeking for the cheap teacher. They do so that they may lengthen the school. But such a teacher is far from being the most profitable. Eight weeks of good school is worth more to the scholar than a sixteen weeks burlesque on schools. Many of those who *keep* school and *hear* lessons have not the slightest claim to the title of *teacher*. It is an exploded theory that teachers are born, not made. Our best educators are now a unit in the belief that the teacher needs a special training as much as those, nay more than those, of any other profession. No other work compares in importance, with her's. She need not clamor for the right of suffrage, for she already has a power to mould the nation, which no right of ballot could give. Until teaching is recognized as a profession to be prepared for and followed as any other profession, our scholars will not receive the culture that they may and ought to receive. And here let me say that, in my opinion—and this opinion has been strengthened by the experience of the last year—we make a mistake in not employing more teachers who have fitted themselves for the work by a course in the Normal School. Such teachers may at first stifle their individuality in method and machinery, but after a time they will use these properly and be more efficient because of their use. Of the thirty-nine teachers employed during the year only eight were students or graduates of the Normal School. Other towns draw largely upon this school for teachers and seem to be delighted at the results. We do not succeed in keeping even our own little delegation of students who have received the benefits of this school; as soon as they graduate they go to other towns where, as they say, they get better pay, do better work, do it more easily, and get more credit for it on the part of the people.

Another mistake under which some of our good people labor, is, that inexperienced and even ignorant teachers will do well enough for a school where the scholars are small. But if such persons must sit at the teacher's desk, let it not be in the primary school, where the work is the most difficult, if properly done, and where should be the most discriminating talent, lest there be irreparable injury done. Wrong habits of mind or study acquired in youth can never be wholly eradicated, and affect the life course of study. In two respects more than all others do the German schools surpass our own. With them the best teachers are put in the primary schools; and when a teacher enters upon the business of teaching he enters upon his life work.

And this leads me to remark that such a frequent change of teachers, as we indulge in, is a stumbling block in the way of the scholar's progress. In only five schools have the same teachers been employed for the whole school year; and it was very evident that those schools had gained one-third more than those which employed a new teacher for every term. It would be an excellent plan to hire by the year, especially where one is sure that he is negotiating with a good teacher. I think we should find it profitable also, everything considered, to employ more female teachers for the winter schools; since a good female teacher costs no more than a poor male teacher. If "the boys are so large that a female teacher cannot manage them," then they are large enough to manage themselves. If they have not that politeness and self-respect that will secure their obedience, it is time they were taught these by other methods than "school flogging." They should be handed over to higher authorities and dealt with as "small men" rather than "big boys."

But we cannot expect to retain good teachers for the pay we give. The average wages

paid female teachers is \$5.06 per week including board, or \$3.30 per week excluding board—about one-third as much as a woman may get in a woolen mill. The average length of our schools is eighteen weeks; hence the yearly wages of the teacher is \$91.08—a less sum than we pay for the support of a town pauper. It is true we can find teachers enough for the wages we now pay, and in the case of many of them the pay should not be increased till their efficiency is increased. But we want the best teachers; and ought to pay them such a salary as to retain them through the year. Remember that some teachers are cheap at any price, and others dear if they cost us nothing.

Finally, the examination and proof of fitness should precede, not follow, the selecting of a teacher. And the person who is delegated to find out her fitness and superintend her work, is the one to whom the selecting should be given.

**ABOLITION OF THE DISTRICT SYSTEM.** In attempting to prescribe remedies for the defects in our school management, I have thus far written under the supposition that the old district system is to remain in force. And while I have suggested changes that can and should be made under such a system, yet I can hardly believe that they will be made so long as that system remains, since it stands in the way of every other needed reform.

To rid ourselves of this barrier to our progress, is our plain and immediate duty; and having rid ourselves of it, we should substitute for it the so-called "town plan."

Under this plan the town takes possession of all the school property, after it has been appraised, and a tax equal to the amount of appraisement, has been levied and remitted to the tax-payers of the several districts. The town is then to control the schools through its supervisor or committee, who is to discharge the duties of both agent and inspector.

The advantages of this system are numerous. We mention a few of the most patent:

1st. *It is less expensive.* By consulting the annexed table of statistics it will be seen that the average number of pupils in a school is eighteen. This number could be doubled, or even tripled, and then give only a fair sized school for one teacher, provided the school was well classified. By doubling the number of scholars in a school, we reduce our twenty-four schools to twelve; and lessen the expenses in the same ratio, provided we pay no more for teachers than we do now. There have been in attendance upon the public schools during the last year 244 scholars under 11 years of age. This number could easily be put into eight primary schools. The number between 11 and 15 years of age, is 185. These could be put into four grammar schools. The remaining 143—the number over 15 years of age—could be distributed between the grammar schools and the high school. This reduces our twenty-four schools to thirteen. The expense of fuel, insurance, repairs and supervision would also be reduced. But a saving of only one-fourth of the present expense, is a saving of nearly \$1,000; and this would more than pay the expense of transporting scholars to the central school.

I think we must conclude, when we compare the return we now get with that which we should undoubtedly get under the proposed system, that quite one-half of our school expenditure is wasted. It costs us as much to furnish the same degree and kind of education to our smallest school (six pupils) as to our largest school (fifty-two pupils.) Is this shrewd management? No sagacious business man would tolerate such a waste for a moment. Again, in a small or ungraded school the teacher loses enthusiasm, the scholar loses the spirit of emulation, and gets but three-fourths of the time which the teacher could devote to him if in a graded school. Small and ungraded schools cost enormously. We cannot afford them.

2d. *It is not so unjust.* Referring again to our table of statistics, we find that one district had thirty-one weeks' schooling, while another had but eight weeks! Have we a right to take funds from the common treasury to give one child nearly four times as much schooling as we give another? And have we a right to intensify this injustice by giving the former child a teacher costing \$15 per week, and the latter one costing only \$5 per week? If one man pay the same tax as another he should have the same return for it.

On the other hand, that is not a judicious, if fair arrangement by which a man in No. 5 pays but twenty-seven cents per week for the education of his own child, while he pays \$1.40 per week, or over five times as much, for the education of his neighbor's child, in No. 21.

The tax-payer in the small district should oppose our present system because it is exceedingly unjust to him. The tax-payer in the large district should likewise oppose it because it is very expensive to him.

3d. *It gives us better school-houses.* Many districts are so small as to be unable to build such school-houses as the laws of health and propriety demand. But the town can build such houses as shall bring honor to itself, blessings to its children, and a fair pecuniary return in the increased value of its farms.

4th. *It will give us longer schools.* Under the town system we could give every child thirty weeks school for the same money we now pay for eighteen weeks—the average length of our schools.

5th. *It will give us better teachers,* because we can afford to pay more for them; and paying more for them, we can hope to retain them.

6th. *It will secure for us the intended benefit of the Supervisor's office,* since he will hire the workmen whom he superintends, and carefully lay out the work they are to do.

7th. *It will prevent all local jealousies, and secure an impartial administration;* besides practically settling all district feuds which now exist and all discussions as to district boundaries.

The only objection which can, with any show of reason, be urged against this change, is, that it will remove the school too far from some. But which do you prefer, eight weeks of poor school one mile distant, or thirty weeks of good school two miles distant? Besides, we can petition the Legislature to allow us to raise money to provide for the conveyance of pupils to and from school, raise such money, expend it, and then run our schools with but a slight increase of expense.

Is our town sparsely settled? Not more so than are some towns in Massachusetts which voluntarily abolished the district system; and certainly not more so than the many other towns for whom the State abolished it—and that too by an almost unanimous vote, there being but nine dissenting votes in the House, and none in the Senate. And those towns are now "regretting that the change had not been made sooner."

FREE HIGH SCHOOL. I hope I may be pardoned in again bringing to your notice a subject upon which you have once formally acted, and whose merits seemed so evident to you as to be decided without discussion. I do this not merely because some seem to be uninformed on the subject, and others misinformed, or because our leading educators see the establishment of such a school to be our first duty, but rather because many of our young men and women are pleading for it. Shall we longer stand in their light?

During the year 130 new Free High Schools have been started, and have given instruction to 9000 pupils at an expense of \$36,000. We must bear our burden of the resulting State tax. Shall we pay the tax still another year and receive no direct benefit therefrom? It has been said that we gain nothing by this State aid, inasmuch as

the money she gives us is what she by taxation takes from us. But it has been found that "not one of the 130 towns pay to the State as their proportion of the Free High School tax, half as much as they have received from the State, and a majority of them not a quarter as much."

If I am rightly informed we pay 1-200 part of the State tax, and hence our tax for these schools will amount to \$75 Had we spent \$1000 in maintaining a High School our town would have received from the State over \$400, or six times as much as we should have paid the State. It is plain that this ratio should be as it is, since so many cities and larger towns pay from six to twenty times as much as they receive back. Shall we not err if we do not establish a school we so much need, while we may receive the aid of the State?

Massachusetts finds it politic to compel every town having 500 families to maintain such a school for ten months in the year; and 28 towns not required to support such schools, have established them. Popular, free education is her policy and her schools bear ample testimony to the efficiency of such a policy.

But we have 750 families and 300 scholars over 15 years of age, and yet no high school!

Our private schools do not "contain all the scholars who would attend such a school." There have been 143 scholars over 15 years of age in attendance upon our public schools; these added to the 40 who have attended the private schools (many of whom would attend a public school of the character of the one I advocate) gives us 183 scholars over 15 years of age who have actually attended school during the year. But even half of this number would be more than a high school could well teach. Moreover there are others who are not able to attend a private school, and others who refuse to attend, who would attend a first-class high school.

If our pupils over 15 years of age are "not fitted for a high school" it is a sad commentary on our system, and we may rest assured they never will be prepared so long as things remain as they are, and we have no high school to membership in which they may aspire. Before we talk of compulsory education let us put a good school before our scholars to draw them. Have our "public schools outlived their usefulness?" Then we have entered upon an age when our ignorance shall circumscribe our freedom.

Do any oppose this school because they find the private schools meeting their wants, and are able to patronize such? To say nothing of the selfishness and anti-republican tendency of such action, it is engendering a monopoly more disastrous than any other which may threaten us.

The matter of distance is often over-rated. It is a matter of fact that, in those towns in which they have established such a school, the scholars from the remote districts are most anxious to improve the superior advantages offered. They are the most prompt. They are the best scholars. And I am not prepared to say that this superiority is not due to the fact that they walk two miles to school. The more distant sections of the town can contract with individuals to transport their scholars to the central school, at but slight expense to themselves or the town.

One first-class school is better for all concerned than two second rate schools, even though the latter may be much more convenient than the former.

A school costing \$1,000 would tax us only half a mill on a dollar. Shall it be said of us that to save this amount we refused our sons and daughters the privileges of a high school education?

## STATISTICAL VIEW OF THE SCHOOLS.

No. of District.	Whole number of Scholars.	Average number attending School.	No. of scholars over 15 yrs. of age attending School.	No. of scholars between 11 and 15 attending School.	No. of scholars below 11 yrs. of age attending School.	Length of school in weeks.	Portion of School Money.	Amount given to small Districts.	Total amount of School Money.	Cost per week of educating a Scholar.
1	39	28	5	11	12	20	\$150 15	-	\$150 15	\$0 33
2	13	9	2	3	8	12	50 05	\$35 00	85 05	79
3	61	28	9	11	20	26	234 85	-	234 85	32
4	322	73	23	40	38	31	1,239 70	-	1,239 70	54
5	49	25	16	13	13	28	188 65	-	188 65	27
6	14	10	6	2	2	8 $\frac{1}{2}$	53 90	26 10	80 00	94
7	20	10	2	6	6	22	77 00	23 00	100 00	45
8	17	12	4	4	8	18	65 45	24 55	90 00	42
9	67	42	10	13	29	17 $\frac{1}{2}$	257 95	-	257 95	35
10	19	20	7	5	13	12	73 15	20 00	93 15	39
11	38	13	8	6	6	16	146 30	-	146 30	70
12	25	13	5	5	8	14	96 25	-	96 25	53
14	33	17	11	9	8	18	127 05	-	127 05	41
15	29	15	4	5	13	20	111 65	-	111 65	37
16	22	14	4	10	8	19 $\frac{1}{2}$	84 70	15 30	100 00	37
17	30	14	6	7	13	19	115 50	-	115 50	43
18	20	11	2	8	7	16 $\frac{1}{2}$	77 00	23 00	100 00	55
19	29	12	2	6	12	20	111 65	-	111 65	47
20	21	10	5	10	5	19	80 85	19 15	100 00	53
21	10	5	4	-	2	10	38 50	31 50	70 00	1 40
22	36	18	7	9	10	19	138 60	-	138 60	41
30	8	5	1	2	3	8	30 80	19 20	50 00	1 25

\$3,786 50

D. C. HEATH, *Supervisor.*

## FORT FAIRFIELD.

FREE HIGH SCHOOL. Spring term, by Miss Hattie C. Ring principal, and N. Fessenden, assistant. This was a term of eleven weeks, and I believe gave general satisfaction. The principal was earnest in her efforts, and sustained her high reputation as an efficient and thorough teacher, and I think that the school reflected great credit upon her fine management. Attendance, 71; average attendance, 54. Advancement very good.

Fall term, by N. Fessenden, principal, and Mary E. Hyde, assistant. This was a very large school indeed. Continued for ten weeks, and so far as I am informed was profitable and satisfactory. Very much of the success and merit of the school, if it had any, was due to the faithful and competent labors of Miss Hyde, who brought to her work accurate and advanced knowledge combined with ready tact to teach, and love for the labor. Attendance, 86; average attendance, 74. Advancement very good.

These two terms, of twenty-one weeks' school in all, have cost the town but \$233.75; and the number of students connected with the school during both terms was 157, the average attendance being 128. In addition to the ordinary studies, there have been classes, most of them large numerically, in Latin, French, algebra, rhetoric, geometry, physiology, philosophy and book-keeping; also in English composition and writing. Some attention has been given to declamation and elocution, and to the dissemination of general knowledge. Some instruction has also been offered as to methods of teaching, and it is hoped that all the schools will be benefitted by the influence upon them through the teachers who have been pupils of the High School.



In closing this report I cannot but direct your attention to the fact that there seems to be a general lack of interest in the education of the children of this town, which might easily be remedied by a little care and interest upon the part of each parent and guardian. The future welfare and prosperity of this community, and of its individual members, depend in great measure upon the schools, and consequently their influence upon the community is of paramount importance. Good schools are a benefit and a blessing to individuals, to towns and to nations, and good schools are impossible without good school-houses and good attendance. Many of our school-houses are in a deplorable condition and not fit for the purpose to which they are devoted, and the schools suffer in consequence.

Many children who ought to be in school, and might be there, are not among the number in attendance, or if among the number are not regular in their attendance, and the evil resulting from this may not be calculated in one generation. These faults can be easily remedied if you will but recognize the importance attaching to education, repair your school-houses, and compel your children to enter the schools, if they will not do so voluntarily. Many complaints made against school agents and teachers for waste of money and for unprofitable schools, would be obviated if the school-houses were properly constructed, fitted with proper seats, with stoves, and with blackboards and chalk, and the pupils trained to a habit of regular and close attendance upon each term of school held in the district. Cold rooms, with badly arranged seats, and without chalk, blackboards or pencils, combined with the evil habit of "absenteeism," so common with children, are obstacles which the very best teachers cannot successfully attack, and for these defects and their results you only can be held responsible. These points are respectfully urged upon you as claiming your earnest attention in each district, from the fact that the number of children to be educated is rapidly increasing, and their demands must be met.

In conclusion, I venture to express the hope that the schools have not deteriorated under my supervision. Besides two terms of Free High School, there have been twelve more district schools than there were last year, and I have devoted to them much time, care and study, and have endeavored to direct them all impartially and fairly with regard to the interests of the whole town.

NICHOLAS FESSENDEN, *School Supervisor.*

#### GOULDSBOROUGH.

In reviewing the school year just closed, we feel to say that this is only one of the many three hundred and sixty-five days that has passed with us without a proper consideration of a more enthusiastic effort for the interest of our schools; and in school matters with us, it requires but a very superficial investigation to arrive at the fact that better and a less number of school-houses are needed in town. We would at present silence that voice which is so loudly raised in behalf of a compulsory law, and have it remain silenced, until some power may be brought to bear upon the minds of parents to arouse them to the vital importance of making the school-room (if not desirable) a decent place for their children.

The school-room, comparatively speaking, becomes—or at least ought to be—the home of the son or daughter from four to twenty-one years of age; and who among us are willing to acknowledge the fact that we are so far bereft of the feeling of humanity that we are not only willing but anxious to hasten in the much neglected enterprise, and make our school-rooms desirable, that we can with propriety say to our children, you

must go to school. We believe that the most effectual compulsory law is that of humanity. When parents will build better school-houses and thereby exercise more interest in the important cause of education, then scholars will need much less urging to the school-room.

On taking a geographical survey of this town, we are led to the conclusion that the people are badly located for the establishment of a High School. The town contains 1,717 inhabitants, which number is nearly equally distributed in four little villages, about five miles apart; and we have thus far educated ourselves to the belief that it is not for our best interest to vote and raise money for a High School, for the inhabitants are not compact enough to warrant its success. We hope, however, that sometime in the future the people will change their mind and establish a good High School in town.

We feel confident to say that our schools have been for the past year as profitable, and perhaps more so, than usual. A few years of interested experience in the cause of schools, has convinced us that the abolition of the district system would be for the best interest of 651 scholars in Gouldsborough, thereby discontinuing and uniting districts, which would result in having longer, larger and much better schools. Many of our school districts are very small, and draw but a small sum of money, and the school agent is driven to the necessity of employing cheap and incompetent teachers, which result is generally a poor school.

E. W. CLEAVES, *Supervisor.*

#### HALLOWELL.

The sum of three thousand dollars was appropriated by the city for the support of our schools the past year, including five hundred dollars specially designed for the maintenance of a High School. In addition to this we have received from the State treasury one thousand nine hundred and eighty-three dollars and eighty-two cents; making the entire sum placed at our disposal for the support of our schools the past year, four thousand nine hundred and eighty-three dollars and eighty-two cents.

The manner in which this money has been expended may be seen by referring to the financial report which we have already made. As that report was made, at your request, before the schools closed, it does not give a complete account of the expenditure for school purposes during the year. The actual amount expended up to the present time has been four thousand six hundred and ninety-three dollars and seventy-nine cents. With this money we have paid the tuition of our High School scholars at the Hallowell Classical and Literary Academy thirty-nine weeks; maintained our Grammar School, two Intermediate Schools, six Primary Schools thirty-four weeks each; one mixed school in the Laughton neighborhood twenty weeks, and another in the Atherton neighborhood twelve weeks; and employed a teacher of vocal music the entire year.

There are in the city, according to the census, eight hundred and eighty school children. The records of the teachers, however, show that only five hundred and eighty different scholars have been enrolled in the schools during the year, leaving three hundred between the ages of four and twenty-one who have not attended school a sufficient length of time to have their names enrolled as scholars. And many of those whose names are enrolled attended school only one term—some of them only a part of a term—so that the average attendance has varied but little from four hundred and twenty-five.

**HIGH SCHOOL.** At the commencement of the year we made the following agreement with the Trustees of the Hallowell Classical and Literary Academy:

“The Trustees of the Hallowell Classical and Literary Academy agree, on their part,

to receive the High School scholars of this city into that institution during the year and to give to them all its advantages; to allow the Superintending School Committee to select from the prescribed course of study the particular studies the scholars shall pursue, and to notify them in case any scholar is suspended or expelled. And the Superintending School Committee, on their part, agree to pay said Trustees the sum of one thousand dollars for any number of scholars not exceeding forty-five, and at the same rate for any scholar or scholars above that number, and to co-operate with the teachers in the government of the scholars as they may be able and the circumstances may require."

In accordance with the terms of this agreement, the scholars composing our High School have attended the academy during the year. In the spring term thirty-one scholars were enrolled, in the fall term fifty-two, and in the winter term sixty-two; and we have paid for their tuition one thousand one hundred and fifty-five dollars.

In the main we have been well satisfied with the arrangement and with the instruction our scholars have received. The experience of the past year has, however, confirmed us in the opinion heretofore expressed, that the scholars ought to be kept in the Grammar School at least another year, to prepare them to pursue advantageously their studies in that institution.

At our request, Mr Fish, the accomplished and faithful assistant in the Classical School, who has had charge of our scholars most of the year, has made a full report of their department and proficiency. As that report contains some valuable suggestions, we make from it the following extracts:

"In compliance with your request, I submit a brief statement of the condition of the High School during the past year. What I say will necessarily have reference more particularly to the first two terms of the year, as during the present term I have not had so full cognizance of affairs as heretofore.

"The progress of the scholars has for the most part been very satisfactory, and their general deportment all that could be expected. None but the milder measures of discipline have been found necessary at any time during the year, and there appears to be a gradual improvement in the tone of moral sentiment in the school. While so much can be said for the general character of the school, I should do injustice did I not also state that there are individual scholars whose superiors in respect to acuteness of intellect and untiring devotion to study you would seek long to find. Of these Hallowell may well be proud.

"The attendance during the year has been, on the whole, good; but there is a tendency on the part of some to drop off towards the close of the term, and, in the case of a few, a very great irregularity in attendance on the exercises of the term, so that progress on their part is out of the question. Parents are not sufficiently alive to the importance of having their children present at every exercise. Would that they knew, as the teachers know, how much it destroys a scholar's interest in study to be absent from recitation once or twice a week.

"It has been my desire, as you are aware, to have definite courses of study established, and to prevent the breaking up of classes on entering the school, any further than was necessary to enable them to take the courses suited to their tastes. This I have been able to accomplish only in part, as my power has been merely advisory, and I have had no courses of study established by authority; but where I have succeeded in keeping classes together the good results are plainly evident. Without doubt these difficulties will soon vanish now that the Classical School is opened in earnest. Perhaps the course in the English and scientific departments, covering but three years, may be somewhat difficult for students of the age and degree of development of those usually

graduating from the Grammar School, and if a year could be added to the Grammar School course the studies of the scientific department would be entered upon with prospects of more abundant success. I think much can and should be done in the rudiments of the natural sciences in the lower schools, and especially do I consider it desirable that botany should be taught in all the schools during the summer terms, not only as a good preparation for the scientific department of this school, but as a most efficient means of developing and strengthening the observing faculties."

To the statements of facts and statistics we have but a few words to add. It was our aim at the commencement of the year to secure the services of the best teachers we could with the means at our disposal, and we have endeavored to co-operate with them in the government of their respective schools, and to aid them in their work; and it is gratifying to us to be able to say that most of the teachers have manifested a good degree of interest in their work and have labored faithfully and successfully. Some of the more experienced teachers have attained a high degree of excellence, and some of those who have had but little experience have shown that they possess rare tact and ability to teach. It would be agreeable to us to speak of some in the highest terms of commendation, if we could do so without seeming to disparage others who have labored faithfully but with less success.

The attendance of the scholars has been quite regular, their deportment good and their progress commendable. A few scholars have been very irregular. The records show that there have been some in each of the schools who have been absent more than one-half of the time. But, with these exceptions, the attendance has been very regular.

More attention has been given than heretofore to vocal music. Mrs. Stevens has given two lessons a week to each of the schools during the year. She has succeeded beyond our expectations, and we hope her services may be retained another year.

The examination and the exhibition at the close of the year spoke for themselves and need no words of praise from us.

Through the efforts of Mrs. Stevens and Miss Lakeman, assisted by the other teachers and the scholars, an organ has been purchased for the use of the Grammar School.

A. R. CRANE, C. FULLER, B. F. WARNER,	}	<i>S. S. Committee.</i>
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#### HARRISON.

The town at its last annual meeting voted the sum of two hundred and fifty dollars for High Schools, the State paying half the sum expended for teachers and board. The town has been divided into two High School districts, and a fall term of High School kept in each; and, although some of our most ardent lovers and promoters of education could not avail themselves of the benefits of these schools, and although there are some in the remote parts of the town who thought they could not, yet we believe these schools were a success, and hope to see them repeated, as long as there are children in town who need a better and more liberal education than can be obtained in our short and distantly separated terms of common schools.

We believe that the past year has been a profitable one with hardly an exception; wherever we have had scholars we have had good schools and fair progress; and this brings us to about the only general remark we wish to make—and that is, that the time has come, when we cannot give our children a fair common school education, without some effort other than the payment of taxes. School-houses must be placed farther

apart, or with our constantly decreasing numbers, we are and shall be greatly in want of the prime ingredient to a good school, scholars. But this will inevitably put the less favored ones, who live at a distance from the school-house, to greater trouble and expense to attend the school—and the real question is, shall we let the old districts remain with their three and five scholars? See Woodsum and Johnson districts trying to carry out the principle, that if the school-house is near enough, all is well. Or shall we lessen the number of districts, enlarging the number of scholars in attendance and that might attend, thus creating a greater interest among the scholars, affording longer terms of school, better school-houses and better qualified teachers? To our minds there can be but one answer to this, and the bare statement of the question is a sufficient argument for lessening the number of our school districts; and without taking more time or space, we would here reaffirm the remarks of your Committee last year, and commend them to your earnest and renewed attention.

CALEB A. CHAPLIN, }  
 WM. M. BROOKS, } *S. S. Committee.*  
 H. H. COLE, }

#### HARMONY.

The condition and progress of our schools the past year have been equal, if not superior to those in the past, but the large majority have not been as good as we had desired. Many school teachers do not possess that mental culture and liberal acquirements which are requisite for the instruction of youth, and some who have no more natural tact or talent in the government and discipline of children than any other young person in every day life. Now, we believe that our schools may be improved, and the interests of education may be greatly advanced, if school agents would exercise more interest, vigilance and discretion in the selection and employment of their teachers.

1st. Let agents, as soon as chosen, begin to find a good teacher before they are all engaged, and see that they employ none but what have the sanction of the School Committee or some other persons qualified to judge of their capabilities.

2nd. Employ the best that can be found, regardless of price, for the best are the cheapest at any price. A short school and a good one is better than a poor and long one. Do not say our school is backward and small, and anybody can teach it. That is what keeps your schools backward. You say you have but little money, then get a good teacher, and keep him afterwards a few weeks by private voluntary subscription, and give your children an education at home. We would also respectfully recommend that districts should choose their agents in the month of March, instead of putting it off till April, and choose the best and most interested man or woman you have in the district.

3d. We would also remind the agents that it is their duty, and absolutely necessary, that the agents' returns be made out and deposited with the School Committee in the month of April; also, that their duty and our necessity requires them to notify the Committee of the beginning and closing of their schools, so that we may be able to visit them in due time.

We would earnestly recommend that the town be re-districted. That Districts Nos. 3 and 8 be united; also Districts Nos. 6 and 11, with some modifications in other districts. As this recommendation and action thereon must first emanate from the Selectmen and School Committee combined, we will invite their co-operation and subsequent action as soon as may be.

Thanking the school agents (our right hand men,) for their co-operation and interest manifested in the success of their schools the past year, we would cordially invite their continued interest in the future, till our schools shall become second to none in the county. And to the parents and fellow-citizens of this town, we would earnestly invoke your co-operation and interest in the great work of popular education, which is one of the choicest blessings that can be conferred upon a community.

WM. McLAUGHLIN, }  
 M. J. VERRILL, } *S. S. Committee.*  
 ARNO HEALD, }

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HOLDEN.

Our schools during the past year have been as good as usual, and the progress made by our scholars will compare favorably with those in our neighboring towns; but we still think they ought to be more efficient for the amount of money expended for their support. You raise money for the support of schools, choose a committee to superintend the schools, and if you do not have good schools, you lay the blame to the teachers and those having the superintendence of the schools. We do not deny that part of the blame ought justly to be charged to them; but whilst acknowledging our shortcomings, are not parents at fault in the course they pursue in not making a personal inspection and seeing for themselves the condition of the schools? We think if they would make a personal inspection of the schools, we should hear less complaint from the scholars and parents; less fault would be found with the teachers by disaffected scholars, knowing that parents looked into the merits of the schools for themselves and were competent to judge for themselves; a less number of scholars would be allowed to leave school for some trifling offence, real or imaginary.

There is a great responsibility upon the school agents in their selection of teachers. They should, as far as possible, engage those who are well qualified to teach and to govern the school. We are ready to acknowledge that the agent has a difficult office; to obtain a good teacher is often a very hard task.

Co-operation of the parents with teachers and committee will do much to improve the condition of our schools. We contend that no amount of legislation and no amount of exertion on the part of the superintending school committee or teachers can make a school what it should be, without the hearty co-operation of the parents.

J. FOGG, *Supervisor.*

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HODGDON.

We believe, on the whole, that the schools the past year have been about as successful as usual; still, we can but acknowledge that our increasing school revenues and the earnest endeavors of our leading educators for the improvement of our school system, have failed in a great measure to produce the desired results. Among the causes of failure in our schools, your committee believe that the inability of many of our teachers to properly control their schools and induce a habit of study in their pupils, is perhaps the most serious and at the same time the most difficult to overcome. But while thus speaking plainly of this fact so patent to all observers, we should be unjust to our teachers (most of whom are earnest and conscientious workers) were we to ignore that other fact, not perhaps so generally noticed, that the producing cause of this state of

things, is the altogether too common want of proper family government; the rod has quite generally been laid aside, while moral force, the only substitute for it, has only partially been introduced. And while this want of early moral training continues, we shall look in vain for the most desirable discipline in our schools, unless we procure higher qualifications in our teachers than five dollars a week will purchase.

Another serious lack in our schools is the want of higher literary qualifications in teachers, who need special training to make them largely useful, just as much as lawyers, doctors or ministers need such training. For the accomplishment of this object, we need a Normal School in this county, and to offer such inducements to those intending to teach as will make it for their interest to qualify themselves for thorough workmen, "that need not to be ashamed." These are improvements that cannot be very soon accomplished; still, those who desire to see our schools what they should be, ought to use every reasonable effort for success.

But there are other very desirable improvements that it seems to us might be accomplished very readily by a little effort at the right time; for example: The agent might cause all necessary repairs on the house to be made before the commencement of the school, and procure such necessary articles as a broom, water pail, chalk, &c., but we often find these little things neglected, and the difficulties in the way of the teacher thereby increased. Irregular attendance of scholars and a want of the needful books at the commencement of the school, are serious evils which it seems to us might be avoided if the parents concerned had any just appreciation of the influence of these items upon the success of the school. We would earnestly renew the recommendation made by a former committee, that each school district procure a small globe at once, and supplement this as they are able with large wall maps, either of which we believe would pay for themselves in a single term, rendering the study of geography an interesting instead of a dry study. Other recommendations and suggestions might be made, but we forbear, lest their multiplicity by withdrawing attention from those already offered might do more harm than good.

There were two terms of the High School; one in District No. 5, of thirteen weeks, taught by Mr. Barnes, was a good school, with a fair number of scholars—the other, in No. 2, was an excellent school, but the attendance was very small. We have no recommendations to make in regard to the continuance of these schools, but defer them to the judgment of those who pay the bills.

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#### KENNEBUNK.

At the last annual meeting of the voters in this district, it was determined to convert the High School into a Free High School, under the provisions of the Act of the Legislature of 1873, "in aid of Free High Schools," and under the vote of this town, at its annual meeting in March last, declining to avail itself of the provisions of the Act, and relinquishing its rights therein to any district in town willing to establish and maintain such school, in conformity with the requirements of the law. At the earliest day practicable, after the meeting, the Committee notified, in writing, the agents of the several districts in town of the action of this district, and subsequently, after receiving instructions from the State Superintendent of Common Schools, visited the districts in person, for the purpose of making known to the agents and others interested, such facts in reference to the course of study to be pursued in said Free High School and the attainments of scholarship necessary for admission thereto, as it was considered desirable should be generally and clearly understood. The attendance of scholars from other

districts has not been large, but those who have availed themselves of the privileges offered, have evidently derived much benefit from the instruction received.

The voters, at the next annual school meeting, will be called upon to determine whether this arrangement shall be continued or otherwise. There probably would be a larger number of scholars from other districts the next year, but if the number is not so large as to interfere with the comfort or studies of the pupils belonging to this district, it would seem to be no more than an act of comity to extend to the children in other parts of the town, the educational privileges enjoyed by those in our own district, and especially so, as the State in such cases, bears a portion of the expenses of maintaining the school, so that, to say the least, we are not losers by the operation.

The schools in this district, since the adoption of the graded system, have been attended with a degree of prosperity and usefulness, which commends them to the hearty approval and cheerful support of our tax-payers. The waters have not always been smooth, nor has the ideal of every individual been realized,—but an impartial retrospect will show, we think, an average of good results that will compare favorably with that presented by other localities, where a similar course of instruction is pursued. That our educational facilities are no greater than a community like ours actually needs cannot be denied, and it would be little short of an insult to the intelligence of our people, for a moment to entertain the idea that they will permit these facilities to be diminished. In these days, a good, sound, practical education is the positive need of every child—a need, too, which it is the imperative duty of every good citizen to do all in his power to supply. The entire correctness of this remark must be acknowledged by every one who keeps advised of current events, whether in high places or those lower in public estimation.

ADVANCE is the only word that should be on our lips, the only thought cherished in our minds when considering our duty, or any proposed action, in regard to questions bearing on the intellectual and moral improvement of the young. There should be united effort. If there are differences of opinion on any point pertaining to cost or management—meet together, as becomes men solicitous for the public weal, and willing to accord to each other the same right of private judgment which each claims for himself; and thus, by mutual concessions and mutual forbearance, arrange all difficulties. There should be energetic as well as united effort. The work to be accomplished cannot be carried forward while we are sitting with folded arms, and withholding the aid it is essential we should afford. Good school-rooms, efficient teachers and committee-men willing to meet all their responsibilities, cannot bring our schools up to the required standard, without the additional power of home influence exerted in the right direction.

It is not well to send children to school without a word or monition or explanation;—before leaving home, with the purpose of taking seats in the school-room, and for the first time being enrolled as pupils, they should, in language they can understand, have impressed upon their minds the reason for this new course on which they are about to enter,—why they are to spend a certain number of hours, daily, in study, and why they should be diligent and endeavor to learn perfectly the lessons given them—why they should always be promptly in their seats at the commencement of every morning and afternoon session, and why they should, at all times, be obedient to the teacher and conduct themselves well in and out of the school-room. With this fair starting-point they will be better enabled, as they advance in years, to understand that the various studies to which they are required to devote time and attention, are progressive and essential steps in the great work of developing their mental faculties, and that, on their faithfulness and perseverance now, depends in a great measure, their success and respectability when, their school days are ended, they enter upon the labors and sterner duties of life. If they come home sometimes perplexed and disheartened help them if you can



—encourage them at least—but let it be clearly understood that they are in school to win in struggles with difficulties and that they must make up their minds to win. If there are complaints of wrong usage, investigate them, fairly, impartially, thoroughly; if your children are in fault, let them know you think so, and let them know, also, that you disapprove their conduct,—if it appears that they have been dealt with harshly, go to the teacher or the Committee and have the difficulty satisfactorily arranged. This can be done quietly,—there need be no great stir about the matter. In all cases, where there are well-grounded causes for complaint, right and justice are easily obtained. No one should expect special favors. In the school-room there is no rank except that gained by meritorious conduct and scholarship. The rich and the poor must fare alike—all are under the same rules, liable to the same penalties for disobedience, and earning the same rewards by well-doing.

Parental duties, as regards the public schools, are simple and easily performed,—but how much depends upon their performance! They form the corner stone—the very foundation work of these institutions of learning, in which we expect our children to receive intellectual culture and those moral lessons which shall insure nobleness of character. No one can afford to be indifferent on questions affecting their prosperity. All are interested in their success. Shall we not, then, adopt as our motto the single word *ADVANCE*, and determine, each and all, that we will do all that “in us lies” to bring our schools up to the highest standard of excellence and usefulness?

D. REMICH, *For S. S. Committee.*

#### KENNEBUNKPORT.

We shall aim at no essay in our general remarks, but rather for some practical suggestions upon what we have done and what remains to be done. Several years ago, from a mere sense of duty and pride for our town, we commenced to make war upon the old school-houses, and have since kept the matter prominently before the people, until we should be glad to let it drop but for the conviction that we must agitate the subject so long as the cause is not fully removed.

Since so much has been accomplished, we are encouraged to “fight it out on this line” until every district is supplied with proper school accommodations. Since this agitation began, we have built four new school-houses, and re-constructed one—nearly one a year.

During the past year District No. 9 has responded nobly to the demands of the times, and built a new house, which will, when the foundation is put under, the lot properly graded and supplied with the requisite shade trees, reflect much credit upon the enterprising citizens of the district.

A lot a few rods distant on the summit, or on the other side of the road, among the trees, would have been a more pleasant and healthy location.

Also the people in No. 13 are contemplating building a larger and more commodious house.

The citizens of No. 10 are wealthy, and take a deep interest in their schools, but keenly feel how shameful and degrading it is for their children to be compelled to seek an education in a place so unbecoming, and in such wide contrast with the neatness and comfort of their own homes. We understand; however, that the good people of the district have determined “to take a new departure” the ensuing year, and build a new school-house. When this is accomplished there will remain but one other to be displaced, that in No. 7.

Is it too much to ask and hope that this important work be finished up the present year, that we may never have occasion to refer to it again, only to commend its accomplishment? We have noticed that where the people have interested themselves in building and repairing their school-houses, there has been a marked increase in the interest of education, both on the part of parents and children, and we are glad to notice, that there is evidently more enterprise, and a better state of feeling throughout out town in everything relating to our schools.

By the act of February 24, 1873, towns were authorized to establish and maintain "Free High Schools," and to receive from the State one-half the amount thus expended, provided no town shall receive more than \$500 in any one year.

The law is highly commended by the best educators of our State, and more than one hundred and twenty-five towns have already availed themselves of its provisions, and will be entitled to receive from the State the ensuing year more than \$62,000, if they raise \$500 each. And the number of towns coming into this arrangement are rapidly increasing, and consequently the amount to be drawn from the treasury will be correspondingly augmented. A part of this large annual outlay is assessed upon, and paid by our town, while we receive no direct benefit.

This being the case, the question at once suggests itself, whether or not, in self-defence, we ought not, at least, to appropriate a part of the sum we are accustomed to raise, with possibly a slight addition for a Free High School, and thereby retain within our own cherished town for its benefit and honor and that of ourselves and our children, our hard-earned taxes, which otherwise must go solely for the benefit of other towns and communities, enriching them at our expense.

On visiting one of our schools, we observed several scholars spent the larger part of the session in the perusal of newspapers. We learned from the teacher that this pernicious and unprecedented innovation was the result of home influence, and that such scholars, in some cases, made but one recitation, and utterly refused to take other studies, as their parents did not desire them to do so; they were therefore allowed to read newspapers rather than to sit in idleness! We cannot too strongly condemn such a strange practice; and such interference on the part of the parents cannot be tolerated for a moment, for it is disorganizing and revolutionary in all its aspects. When the child enters the school-room, the parental authority is for the time being suspended, and the scholar is bound to submit to the legitimate authority of the instructor. The pupil must submit to the proper classification of the school, and pursue, according to his ability, the number and kind of studies assigned.

In conclusion, permit us to urge upon all parents their duty to co-operate with us in our endeavors to secure for the young, not only a good education, but correct deportment and studious habits in the school-room. Experience teaches that submission to proper home government is the sure guarantee against insubordination in the scholar or citizen. "Train up a child in the way he should go and when he is old he will not depart from it" is a precept as replete with encouragement and hope as of wisdom and imperious command. As children are bound to honor and obey their parents, so parents are bound to educate and instruct their children in all useful and necessary knowledge, and not to bring them up either in ignorance or idleness. Those who are the best educated are generally the most dutiful, and if lovers of God, are the strong bulwark of the nation.

ENOCH COUSENS, *For the Committee.*

## KITTERY.

We are happy to state that, as a whole, our schools during the year have given good satisfaction and nothing of a disturbing character has occurred to mar their prosperity or to impede their progress. Most of the teachers have been persons of experience and ability, and interested in the work of imparting their knowledge. The scholars, too, particularly in those districts where the text-books are uniform and the most system prevails, have been interested in their studies and zealous in the acquisition of knowledge.

It will be the object of the committee to establish an *esprit du corps* among the teachers, which shall give vivacity to their teaching and stimulate their scholars to a healthy competition.

To accomplish this end, we propose for teachers a public competitive examination, two of which will be held during the year, and graded certificates granted only to those who present themselves at said examination,—excepting such cases, as, in the estimation of the committee, circumstances may seem to justify.

We request the teachers for the coming year to fill out their records entire and report to the committee the first five whose record is best in recitations, deportment, attendance and punctuality; to be by them published in the annual report. We think this measure will incite to a commendable emulation among the scholars to merit the honor; thereby conducing to the interest of the schools by better attendance, promptitude and regularity.

We also recommend all teachers to attend our Teachers' Institutes, whose sole object is to make them better instructed in the theory and practice of teaching. Knowledge is one thing and the art of teaching quite another. We advise agents in their selection of teachers to give the preference to those who regularly attend Institutes, and to remember that a good teacher is cheap at any price, while a poor one is dear, even if the services are offered gratuitously.

Teachers this year presenting themselves for examination, will please bear in mind that the law now requires an examination in Book-keeping and Physiology, and be prepared in these studies.

The High School question merits some attention here. The subject seems to be but imperfectly understood. The State, in order to stimulate educational interests within its borders, guarantees to every town in the State, under certain conditions and exceptions, half the amount actually expended in establishing a high school. At the spring meeting it was voted to raise five hundred dollars for that purpose, (such sum in case of failure to establish the school to revert to the general fund), at the same time leaving it optional with the committee to establish such school or not. The law makes it conditional that the district wherein the school is located, shall provide a suitable place and the appliances for teaching. This no district in town was willing to do, and the subject of town high school was dropped.

The law also makes it provisional that in case the town fails to establish such school, any district may avail itself of the proffered aid, under certain conditions, viz.: That any pupil belonging to another district may attend such school upon the payment of a sum equivalent to the cost, per capita, of maintaining the school.

At a legally called meeting, district No. 9 voted to appropriate \$250 for District High School, under the provisions of the act, and throw open its doors to all pupils complying with the law. The district has received an equivalent amount from the State. We regard the establishment of a town high school, under any other conditions than those now obtained, as utterly impracticable, and for the following reasons: 1st, the lack of a sufficient number of pupils in any district, except No. 9, possessing the qualifications required by law, viz, the following, which is the minimum requirement:

Spelling—First fifty pages of ordinary spelling book. Writing—A fair hand. English Grammar—To syntax. Geography—Through the United States. Arithmetic—Fundamental rules, common and decimal fractions.

The maximum requirement established by the committee in accordance with a discretionary law, is appended to the High School report. The above minimum requirement was established by law for the purpose of debarring districts or towns from establishing a very inferior order of so called High Schools and claiming the benefit of the High School act.

2nd. The objections of the citizens of No. 9, to establish a separate high school independent of their own district system.

The objections based upon the following reasons: (a). The additional expense to the district of providing a suitable building and other accessories of teaching. (b). The detriment to their own high school, which is at present quite satisfactory.—These objections are overcome, and practically the same ends secured by the present system; whereby any scholar from any portion of the town, by paying a merely nominal tuition, and being suitably qualified to enter, may obtain, if desirous, a good academic education, and prepare himself for a collegiate course.

When we consider the vast influence of education, even of the most rudimentary character, upon our social welfare and national stability, we tremble with fear at the attempted inroads of Catholicism, and repel with righteous indignation the brutal thrust at our free school system.

It is to our nation what the blood is to the human body, its vital element. Impair its efficiency to the least degree and there will be a corresponding increase in crime, pauperism and political degeneracy. In France one half the population can neither read nor write; and it is a remarkable and significant fact, that between the years 1867 and 1869, ninety-five per cent. of the arrests were from this class.

In New England only seven per cent. of the population are not possessed of a knowledge of reading and writing; and yet from this small number, eighty per cent. of the criminals are drawn. Pauperism has no better showing, statistics proving it to be in an inverse ratio to education.

We see then, how important the cause of education is, not only to the individual, but also to the State. Such facts as these call loudly and emphatically for a compulsory school law, thereby improving the intellectual and moral status of our people and ensuring the stability of our government. It is a lamentable fact, in view of the vast expense to town and State, that our average attendance should fall so far below the registered number, and that so much money should have been spent in vain.

All things considered, we think the town has enjoyed a prosperous school year. Everything has progressed as smoothly and harmoniously as well regulated and well oiled machinery. And with the exception of some slight friction here and there, where the points of support bore heaviest and quickest got dry, there has been no trouble. We congratulate our fellow citizens on the advancement of our public schools in the town, and throughout the State. With such an arduous worker and enthusiastic teacher as our honored superintendent, Hon. Warren Johnson, at the head, our schools must advance to a front rank among those of our country.

D. W. JONES,  
S. A. HUTCHINSON, } S. S. Committee.

## LEWISTON.

The Superintending School Committee of Lewiston have the honor to submit their annual report of the public schools of this city, for the school year ending August, 1873. The accompanying report of the Superintendent, Mr. Thomas Tash, gives a detailed statement of the work of the schools during the year, from which it will be seen that our educational interests are generally in a prosperous condition. The Superintendent has devoted all his time to the supervision of the public schools of the city, under the general direction of the school board, and has discharged his duties with fidelity and acceptance. So important and extensive an interest as our public schools can not be successfully and economically managed without the constant personal oversight of a Superintendent.

During the past year there have been maintained one High School, for thirty-nine weeks, with four classes, four teachers, and 137 pupils; one Grammar School, for thirty eight weeks, with eight classes, nine teachers, and 421 pupils; nine Intermediate Schools, for thirty-six weeks, with nine teachers, and 674 pupils; eighteen Primary Schools, with nineteen teachers, and 1,260 pupils; and sixteen Rural Schools, for thirty-four weeks, with sixteen teachers, and 542 pupils. The whole number of teachers employed was fifty-seven, all but two of whom were women; and their aggregate compensation, including three janitors and the care of fires and buildings, was \$22,489.46. The cost of text-books furnished gratuitously to pupils, supplies, and incidental repairs, was \$5,433.83; and the expense of the general repairs of school buildings was \$2,099.68; and of fuel and heating apparatus, \$4,009.58—making the aggregate expenditures for school purposes, \$34,032.55.

The whole number of different pupils registered in the schools during the year, was 3,034, making the expenditures for school purposes a trifle over \$11 per scholar. This, however, includes the expense of text-books used by pupils, and repairs on school buildings. On the first of April, 1873, there were in the city 5,726 scholars between the ages of four and twenty-one—an increase of 762 since April, 1872. Of these, however, 2,086 were between fifteen and twenty-one years of age, leaving 3,644 scholars under fifteen years of age. As only 220 pupils over fifteen years of age have been in the public schools, the number registered under this age is 2,814, leaving 830 children under fifteen, outside of our public schools during the year. Some of these, however, are of so tender an age as not to be proper candidates for the common school; so that it is probable there are not more than 600 children between five and fifteen years of age who have been entirely deprived of the privileges of our schools during the year. This is apparently an improvement in this respect over previous years; but inasmuch as many pupils registered have attended school but a few weeks, there is urgent necessity for further steps to secure a better attendance of the children of the city on our public schools.

In this connection we desire to again urge upon the city council the importance of taking measures to secure the enforcement of the factory act, by which children under sixteen years of age are required to attend school a certain number of weeks each year before being employed in manufacturing establishments. The agents of the several manufacturing corporations have repeatedly indicated their willingness to co-operate with the city authorities in enforcing this wise provision of law. In order to carry it out without serious detriment, it would be advisable to give at least six months' notice of the intention to enforce the requirements of the act, in order that parents might have an opportunity to arrange for the attendance of their children at school. In Fall River, and several other manufacturing cities, the plan of half-time schools for such children, has been successfully tried. By this plan the children in the mills are divided into two

divisions, one division attending school in the forenoon, and the other in the afternoon, and alternating in the mills. The subject is one calling for the careful attention of the city government. The rapid increase in our city of children of French parentage, the most of whom are entirely unacquainted with our language, renders more imperative the adoption of some plan to bring all the children of the city within the influence of our public schools.

The adoption of any plan to increase the attendance on our public schools, will necessitate considerable addition to our school-room. Already, especially in certain portions of the city, our school-rooms are over-crowded—so much so, indeed, that it would be useless to send more scholars to them. This condition of things urgently calls for immediate steps to provide additional accommodations. For a more particular statement of the wants of the city in this respect, we direct attention to the report of the Superintendent. It would be particularly unwise to longer delay the erection of a High School Building; and we earnestly recommend that measures be at once inaugurated to secure the erection of such a building the present season.

The labors of the Truant Officer, during the past year, have had a very excellent effect in reducing the evils of truancy and absenteeism. Experience has shown that one faithful officer can find an ample field for invaluable service, in looking after the hundreds of children who may be found on our streets during the hours of school, and in bringing them within the influence of the instruction of the school room. Probably a small expenditure in this direction does more to prevent thriftlessness, misery, and crime in the future, than any other expenditure that can be made. The children who grow up under street influences, in a majority of cases, prove to be candidates for the poor-house, the jail, and the prison. We earnestly recommend, therefore, that an officer be detailed to give his whole attention, during school hours, to looking after the children of the street.

The policy of providing pupils with text-books at the public expense, has been tried long enough to render it certain that it is wise and worthy of being made a permanent feature of our school system. We entirely concur with the conclusions of the Superintendent on this subject, and commend his statements as to the practical workings of the policy, to your favorable consideration.

We concur with the Superintendent in the high estimate which he places on the results secured by the Normal Practice Class. Without additional expense to the city, a corps of teachers, daughters of our own citizens, and graduates of our own schools, are being specially trained for efficient service in our primary schools. The old idea that anybody could teach primary scholars, is now generally conceded to have been false and pernicious; and it is coming to be generally understood that such scholars require the most skillful instructors—persons apt to teach, and trained specially for the work. It is our policy ultimately to secure teachers for all our schools from such young ladies as are graduates of our High School, and as have properly prepared themselves for the teacher's profession. For it must be remembered that teaching is a profession, requiring the same aptitude and the same preparation as any other profession.

**NORMAL PRACTICE CLASS.** The difficulty of procuring well-trained teachers in the Primary and Rural Schools, and the desire to use the service of young ladies educated in our own High School, induced the School Board, at the commencement of the school year, to provide for the special training of young ladies, residents of Lewiston, wishing to teach in its schools. The three rooms in one of the buildings on Oak street were selected as best suited to the purpose, and one class of each of the three grades of primary schools were placed in these rooms, under the charge of Miss E. E. Wiggin, a graduate of the Salem Normal School, and a successful teacher in the first class of our own Grammar School. Eight young ladies became permanently connected with these

schools, and were employed in their instruction under the direction of the Principal, while four or five others of our Primary teachers have, at their own request, received instruction in the Theory and Practice of Teaching in this class for a considerable portion of the year.

The three schools under the instruction of the Normal Class have been very large; their instruction and management have been equally as satisfactory to parents, and to the Committee, as any schools of the same grade. The cost of these schools to the city has been, including the salary of the Principal, less than it would have been under the ordinary methods of instruction. Besides furnishing the city with well-trained teachers, residents of Lewiston, and thus conferring lasting advantages upon the young ladies themselves, this school is of great advantage to all our schools in introducing the most approved methods of school management and instruction, and by making our whole school system more vigorous and progressive.

RURAL SCHOOLS. The condition of these schools has been, the past two years, constantly improving; and, were we not under the necessity of so frequently changing teachers, in appearance and progress they would well-nigh equal any of our Graded Schools, and very likely surpass some of them. Efforts have been made to introduce into these schools the best methods of instruction, and the best possible classification. To secure this the Reader is made the basis of classification, dividing, in most of these schools, into four sections, and using the First, Second, Third and Fourth books of the Independent Series. Those pupils who read together are expected to recite together as far as practicable in all other branches, following the plan of the graded schools.

No two pupils can be expected to be of precisely the same age, natural abilities, or attainments, and it would be impossible to make as many classes as there are pupils in a rural school, and three or four times as many recitations or exercises each day. Such a school would be in the worst sense an ungraded school,—a school without any classification whatever. The time the teacher could bestow on each pupil would be so brief that it would be practically wasted, and the time of the scholars would likewise be frittered away. In most rural schools time is lost by thus minutely dividing it. To avoid this waste the classes should be reduced to the least possible number. Whenever in a recitation or exercise the largest number is included, and especially when it is so conducted as to reach each individual even more effectually than could be done were each reciting alone, the teacher is reaching the highest degree of economy in the use of time. The success of a rural teacher will depend on her ability to keep her pupils well classified, her judgment in bestowing the proper amount of time upon each exercise, her tact in keeping scholars in classes attentive to the work, on giving to each class the proper time for study as well as for recitation, and on holding each individual, whatever may be the size of the class, responsible for work both in study and recitation. No other qualification or effort of a teacher will compensate for a failure to classify her school properly, nor for want of ability to handle her classes with adroitness and precision when formed. The ability to do both is partly natural, and partly to be gained by study, observation and experience. The teacher, who forms large classes and handles them well, multiplies her time. Objection is sometimes made to one who has been over *so much* being classed with those who have been over *so little*, even when the classification is quite as well for the child. Sometimes for the good of the whole the teacher must needs put together those whom she would gladly hear separate. We must, however, commend a classification which strikes an accurate balance between individual needs and the greatest good of the whole school,—where the demands of particular scholars are kept in sight, but the good of the whole controls,—where, when possible, those of unequal attainments are separated, but, when practicable, all are brought together in recitations.

**KINDER-GARTEN, OR HOME PERIOD.** Children are legally entitled to enter school at four years of age, and for those who have good home care this is quite young enough, younger than many parents would desire, and more than a year younger than the average age of entering. But many children in some localities of our city, under this age, even as young as two years, would much better be in schools rightly conducted for them than upon the streets, where, at most seasons, they are constantly seen. It is an age when children are most susceptible to all surrounding influences.

The mother feels that she can leave them alone, or in the care of an older brother or sister. Her own time being demanded in the family, the shop, or the mill, these tender children are left to shift for themselves, and a sad time the little fellows have of it. At an age when every face should be joyous and sunny, many of them seem sad and thoughtful beyond their years. Now these children, and we can count them by hundreds, belong to the city and State at two years of age as much as they do at four years, and should be recognized as such, and provision made for them on every principle of patriotism and economy. Their mothers can hardly be required to remain at home to care for them; besides, many of *them* are better calculated to do manual labor than to educate the young. The wisest and most discreet teachers should be placed in charge of such schools,—we mean schools for the children of this early age,—one teacher taking charge of twenty-five or thirty children, and leaving nearly as many parents to their work, or older children for attendance on other schools. It is earnestly to be wished that it may enter the hearts of the authorities of our city, and of cities like ours, to establish, in localities needing them, schools suitable for children under the present school age, or that the school age may be put by statute much younger than at present, to meet the need of uncared-for children.

**PRIMARY SCHOOL PERIOD.** In these schools containing children under eight years, the senses should be first trained. The eye should be taught to judge accurately of distance, of form, and of color; the ear to be quick to hear, and their fingers ready to the touch; taste and smell, the lower senses, nature will generally provide for in due time. Above all, the teacher should cultivate the language of these children. Their organs of speech are flexible, and may be educated to utter words distinctly and properly; and their vocabularies may be gradually increased by conversation. As fast as ideas are gained they may be taught, at a very early age, to give them a proper expression. To be more precise, these children, in what we have called the Primary School period, under eight years, should be taught in accordance with the physical and intellectual laws which pertain to them. Their physical comfort and happiness should be secured. They should be kept in well-ventilated rooms, properly furnished, a part of the time in the open air. Their exercises should be very varied, interesting and brief. Their senses or perceptive faculties should be carefully, constantly and accurately trained. They should be taught to give attention to requirements; and in some measure to generalize,—to have an idea of cause and effect. The imagination may be considerably cultivated by natural scenery, by story, and by poetry; their moral feelings should be rightly directed, as in reverence for God, and for their superiors. Truthfulness, kindness, honesty,—and the minor morals, such as cleanliness, punctuality, and modesty, ought by no means to be overlooked.

Before this period is closed, and by the time they are eight years of age, children may learn much of language, of reading and spelling; of numbers, in counting by objects and in counting backwards, in adding, subtracting, and even multiplying. In writing and drawing they may make considerable proficiency. We have many under eight years whose hand-writing is not only legible, but artistic. In singing, a good foundation may be laid; and they may commit hymns, sacred poetry, and proverbs, which will be a guide to them through life.



**GRAMMAR SCHOOL PERIOD.** In the next period, from eight to fourteen, the most commonly recognized period of school attendance, the one commonly called the Grammar School period, including also the Intermediate classes, the studies become more systematic. Here occurs that early training, which, if omitted, can never be replaced. Children of this period are capable of enduring more continuous thought; still, great caution is to be observed that this is not too excessive or too long continued. Study and recreation should alternate, and the study exercises should be so varied as never to weary them. The teacher should still aim to impart language,—not only words, but a proper appreciation of them. In the preceding period, printed words, the alphabet, and some spelling have been mastered. Reading and spelling should be continued, and by the close of this period, or by the fourteenth year, the drudgery of these should be finished; they should read and spell well, and write an easy legible hand. This last can easily be secured by requiring children, from the start, to hold their *state and lead pencils*,—which should always be long—as the pen should be held. It thus becomes the “natural way.” All their exercises should be written with care. Teachers, too, should always write upon the board for pupils’ imitation or for their inspection, with accuracy, and never slovenly. Arithmetic may be taught during this period, even with a considerable degree of abstract reasoning towards the close of it; especially, great facility may be imparted by constant exercises in the common use of numbers. In the first period we insist largely upon the tuition of the teacher; now we may rely somewhat upon the intuition of the pupils, while the exercise of memory, that great aid to all our mental processes, should not be neglected. Geography is here to be begun, always concretely by the study of their school yard, the roads and farms, the distances with which they are familiar, their own town, county and State; thus passing from the seen and well-known to the more distant and unseen. Here will come in a great variety of story and information. The kindred subjects of Government and Political Economy; of Geology and Botany; Horticulture and Farming; indeed, almost everything in nature may come up for consideration. A clear idea of everything taken up should be given, but nothing should be attempted exhaustively. Physiology and the laws of health should be taught in practice and in precept. It is a smart teacher who knows how to ventilate a school-room effectively, and not attempt at the same time the bootless task of heating “all out doors,” or subject pupils to drafts of air more dangerous even than bad ventilation. In giving instruction in this and in every period, the teacher should seize upon the proper, the useful points. To illustrate: I recently heard a spirited, wide-awake teacher in a Rural School, giving her whole school a lesson on Anatomy and Physiology. She stood a boy upon a chair before them, and pointed out the various parts of the human frame. She especially dwelt upon the number of bones of the body, which they could not easily change; but of the teeth, which with care they could protect and preserve, but with want of care and by indiscretions they would impair and lose, much to the peril of the health, she said nothing. She taught them the offices of the heart and lungs, and the complete circulation of the blood, all of which was good as information; but of the proper preparation of food, its proper mastication, and the peril of devouring too much, or of eating at improper times, all of which is within their control and should be well known and considered by every one, she said nothing. How many a pale, dyspeptic, haggard countenance will hereafter be due to this failure in her instruction I cannot say, but she might have saved some had it been properly given.

**HIGH SCHOOL PERIOD.** Of the next period of school life, the High School period, from fourteen to eighteen or nineteen years, perhaps little need be said. This period covers most of the school time in the first and second classes of our Grammar School, and in all the classes of our High School likewise. Here the instruction and education should be broad and deep, suited to prepare those who are blessed with its privileges,

to meet all the demands of life. Information and discipline should both be imparted,—instruction and education. “There is this essential difference,” says M. Rendu, as quoted by Prof. Currie, “between instruction and education. Instruction gives a man certain amount of knowledge and talents; education cultivates the faculties by which knowledge must be acquired and talents turned to practical account. By instruction, we learn certain things; education enables us to use properly what we have learned. Instruction gives us resources to meet such and such a condition of life, and prepares us for a particular career; education puts us in possession of general rules applicable to all circumstances and all careers.” The studies of this period should be both instructive and disciplinary,—neither sacrificed to the other. The most useful and effective, according to the capacity of the pupils, should have the precedence, and nothing should be rejected, for which there is time, that answers both these conditions. The natural sciences would, of course, be given a leading position; Book-keeping, Political Economy, Ethics, and Logic should likewise form a part of a liberal course in this period. In our mixed schools, however, the useful first, the ornamental, if we may regard any study as such, afterwards. It is not to be forgotten that many of the young do not reach this period in our common schools; comparatively few go beyond it. In the arrangement of school work, it is wise to make the order such that children may carry away the best possible results from the time spent in school, leaving at whatever point of time they may. Thus to arrange school work, without limiting its extent except as it is necessarily limited by the time each pupil remains in school, demands the earnest and careful study of teachers and school officers.

**DISCIPLINE.** By direct statute it is made the duty of all teachers, both public and private, to “use their best endeavors to impress on the minds of children and youth under their care the principles of morality and justice, and a sacred regard for truth; love of country, humanity, and universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance; and all other virtues which are the ornaments of human society; and to lead those under their care, as their ages and capacities admit, into a particular understanding of the tendency of such virtues to preserve and perfect a republican constitution, and secure the blessings of liberty, and promote their future happiness; and the tendency of the opposite vices, to slavery, degradation, and ruin.” We may say, then, an intelligent mind; a healthy body; a quick moral sense leading to right intentions; and a strength of purpose able to resist temptation, are among the objects to be striven for in the education of children and youth in the common school.

The teacher should always enter school with well-defined plans for discipline, as well as for instruction. The attention of pupils, especially the younger classes, should be at once engaged, and they should be kept constantly employed and pleasantly interested during school hours. A busy school is seldom disorderly. There need not be death-like stillness in school; the hum of industry is to be expected, but no clatter. If the teacher moves lightly and does the requisite work earnestly, so will the pupils. While good order in the school-room is necessary, no less is it desirable in the entries, in the school yards, and in the streets even. If the teacher is interested in all the recreations of pupils, there will be little difficulty in controlling their out-door movements.

As soon as the scholar leaves the parental control for school, until he returns to it again the teacher is in a large measure responsible for him, and may hold the child accountable for any improprieties. This is good New England law. It is a control the teacher should be discreet in the use of, not because it is doubtful, but because it is by many so regarded. The influence of an active teacher is ever present with the pupils, whether at home, on the street, or at school.

Communication in school, except as allowed,—and the less of that the better while engaged in study or recitation,—should be carefully guarded against. Whispering is

bad, signs and gestures are worse, and written communications are worst of all. No teacher should overlook or allow such improprieties.

The language of children in and about school should be carefully watched and corrected, and every rude and profane expression made the subject of a lesson that shall reach the heart and conscience of the child. The marking of any part of the school building, of the books, of the snow or sidewalks, with obscene or vulgar marks or pictures, should be treated in a way so earnest and so wise that scholars would be thoroughly ashamed to indulge in such vice. In the higher schools, the proprieties of deportment between the sexes, the gentlemanly bearing of the young men, and among the girls female modesty, and delicacy of thought and feeling, should be constantly inculcated. Scholars may learn refinement instead of rudeness, virtue instead of vice, and the teacher is largely responsible for what they learn.

Cleanliness of person and propriety in dress should be taught in every school. The effect of color and material, the adaptation of each to the form and complexion, suitable dress for different degrees of temperature, and for wet and dry days, should be carefully taught. Everything that is a part of refined life should be inculcated in school, and everything that is a mark of low breeding should be eliminated. The personal habits of teachers will generally be taken by their pupils as a model. The school-room and surroundings, if kept neat and orderly, will also have a most favorable effect upon the school.

It is often asked by teachers how far they shall introduce military drill, gymnastics, and similar exercises. They may be used whenever they are an improvement to the school. If the regular filing out and in of pupils, at recess and at other times, will make the school more orderly, and thereby save time, it should be practised. If the school needs calisthenic exercises to work off overwrought nervous excitement, or to secure habits of obedience and precision, these should be resorted to. In forming to march into school after recess, care should be taken that children be not kept standing out exposed to cold, as at such times they are least of all prepared for it. The physical condition of some children should also excuse them from violent exercise of any kind.

Singing in school should be regarded as most valuable, not only for its own worth as a science, but as a humanizer in every direction. Everything, in fine, that tends to cultivate and refine, may be regarded of value in the school.

In securing discipline in school, the sense of propriety and pride of character of pupils should be appealed to and strengthened; an industrious, well-poised teacher will rarely need any other resort. Decision, tenacity, and certainty, coupled with kindness, consideration and justice, are qualities that always enable the teacher possessing them to govern easily. Unnatural attitudes and other modes of punishment painful to the corporeal system,—subterfuges to avoid whipping, are scarcely admissible in school. The effort to avoid corporal punishment in school is commendable, and the most successful teachers seldom or never use it, especially after one becomes perfect "master (or mistress) of the situation." In dispensing with the rod, however, one should not resort to more pernicious expedients. In the three primary schools under the care of the Training class the past year, in which were enrolled 260 scholars, only a single instance of corporal punishment was used, and that of such a nature as scarcely to deserve mention. In a number of other schools, including some of every grade, no instance of corporal punishment ever occurs, indeed rarely any *punishment* at all, and these are among the most orderly schools of the city. The slightest displeasure of the teacher in some schools is more than the sternest severity in others.

**TEXT-BOOKS AND SCHOOL APPLIANCES.** Besides the other necessary appliances usually furnished in schools, including stationery and slates, by direction of the City Government the schools of Lewiston have the past year been supplied with all the necessary

text-books; thus the schools are made absolutely *free*, parents being subjected to no additional expense in consequence of keeping their children in school. Some of the advantages resulting from the supply of Free Text-Books are found in brief to be these:

*Books are ready at the proper time.* Previously much time had been lost to scholars and much inconvenience felt by teachers, especially at the beginning of the year, by delays in procuring the proper books. Parents having large families dependent on their daily industry, in moving from place to place, often find their slender incomes taxed to the utmost in supplying their children with the requisite text-books for school; and this is felt the more keenly, as their last supply used in some other place, though in good condition, has to be thrown aside as useless, not being the ones suited to our schools. Such children have often been kept weeks without the requisite books, if not kept from school altogether.

*No odious distinctions are made in the Public Schools.* Formerly books, &c., were furnished to the needy, and the city label in a book was a mark of pauperism; now, all being supplied alike, it is a mark of sovereignty. It is as honorable now to bear home from school a book with a city label in it as it is to bring a book from a free city library.

*Books furnished by the city are much more carefully kept than when owned by the children.* It might at first be supposed this would not be so, but it is uniformly found to be true, there being four parties interested in the preservation of these books;—school officers, teachers, parents, and children. Small books used in the lower grades by young children will wear out and need replacing, annually perhaps, but the larger and more valuable books in higher classes will be used in successive classes for a series of years.

When books are owned by children, the writing and drawings in many of them are most vicious, but in books owned by the city nothing of the kind is allowed, so that it is a measure conducive to good morals among the young. The proper use and careful preservation of books is a valuable lesson, and goes far to justify the policy of furnishing Free Text Books.

*The free supply of books increases school time.* It increases by quite a per cent. the number of pupils entering school, and the length of time on the average that they remain there. Children not having to wait for books enter school more promptly in all the grades; and they remain longer, especially in the higher grades, where premature withdrawal from school has been largely due to the inability to meet the expense of the costlier text-books. How much school time is gained in all these directions, together with the prompt beginning of study and recitations on entering, cannot be precisely estimated, but certainly, as all our teachers say, a large portion.

*Text-books are of much less expense to the city than to citizens.* Citizens pay on the average at least the retail prices for books; the city procures them at forty per cent. less,—a dollar book for sixty cents; on stationery and on books for first introduction, a much greater saving is made. Again, when owned by the city, books are used in the class-rooms by successive classes until like other tools they become too much worn for use; when owned by individuals, school books, owing to promotions, removals and changes, are usually thrown aside before half worn out. It is thought, on a fair estimate, that books cost the city less than one quarter the expense to citizens, for a series of years not over one dollar per scholar annually for those in actual attendance in all the grades. "Experience demonstrates that the free text-book system is not only justified on grounds of economy, but also by the wisest public policy."

**SCHOOL ATTENDANCE.** The average per cent. of attendance of all the scholars belonging to the schools the past year, has been 93. This is a gain upon the year before, and considering that teachers are all required to retain on their registers for six half days the names of scholars absent for any other purpose than to enter another Lewiston

school, it is a very commendable per cent. of attendance. Praise should be bestowed upon our teachers for their efforts to secure promptness and regularity.

It has been found by experience the past year that the service of one police officer detailed especially to do truant duty is much more effective than that of several. It needs acquaintance with the schools, with the children, and with the parents, as well as peculiar tact, experience, and interest in the work, and personal responsibility that it is well done. In making up the police force of the city hereafter, it is hoped a suitable person will always be appointed with special reference to his assignment to do truant duty. This is certainly legitimate police work, and the work of no other police officer can be of better service to the city. When not looking after absentees or school property, his services are always available for other police duty.

It will be observed, as usual, that a very large number of children who become connected with school, attend but a small fraction of the year, while a still larger number do not present themselves at school at all. After deducting all that can be consistently deducted for those over sixteen or seventeen years who have left school altogether, and for those under six years whose parents may prefer to keep them at home, the number who do not attend school for the year is fearfully great, probably over one thousand. This should not be so, and it is to be hoped the coming year those whose influence can be made most potent will make a combined effort to secure a better result. It is better that children should be employed all their time in some useful occupation than to be "loafing" upon the streets; but those giving them employment would be most charitable to them to insist that they shall have spent at least the time required by law in the public school. Employers are, we are assured, ready to require this, when it can be shown that the school accommodations and truant force are equal to the demands this arrangement would necessitate. At the present time we seem to have approached this condition more nearly than ever before, near enough, perhaps, to make the trial, if it can be made in such a way as in the judgment of employers would not seriously interfere with our industrial pursuits, and not be a hardship, or offensive, to parents who either actually need, or think they need, the constant labor of their children.

CONCLUSION. During the year it has been the aim to introduce every available improvement into the schools. In all the departments of school work there has been steady progress, though not so apparent, perhaps, as it would have appeared in the earlier stages of their development. Considerable attention has still been given to Writing, Drawing, and Singing. Mr. Sumner has been as unwearied as ever to improve the singing in all the city schools, and their progress is as marked. Script writing is being introduced in the lowest grade, the children being kept upon printing only so long as it seems necessary to assist them in reading.

There has been held regular monthly meetings of all the teachers of the graded schools. Many subjects profitable for teachers to consider, have been discussed by them, and several lectures have been given by gentlemen invited to do so, on these occasions. Teachers of the particular grades have been called together frequently for consultation and advice at the Superintendent's office, and they have themselves held semi-monthly meetings at their various rooms to consult on their work and to devise means to make it more uniform and effective. These meetings of their own are very valuable, and it is hoped they will not be discontinued.

THOMAS TASH, *Superintendent.*

## LIMERICK.

It may be said of our schools for the last year, that they have been measureably successful. We are obliged to record one or two instances of failure, more or less complete. The winter term in district No. 3 maintained a feeble and sickly existence for twelve weeks, and then died unlamented. The summer term in district No. 7 closed somewhat abruptly on the ninth week of its existence, in the midst of rejoicings on account of its early death. In both these cases the expenditure of the school fund was fruitless of any good results. How do these things happen? Why do results so unsatisfactory as in the above cases often follow the employment of teachers in our public schools? Both these teachers are *exceptionally* good scholars. Both sustain good moral characters. Both are markedly quiet and orderly in their deportment, and possess an average genius for imparting knowledge to others. It may be replied that a teacher is sometimes suited to the discipline and instruction of one school, while he would be altogether inadequate to the maintenance of the order and intellectual advancement of another. That there is a special adaptation in the character of this or that teacher to this or that school. A fractious person or a quarrelsome one, in a school district; a spirit of rivalry or competition; over-sensitiveness on the part of parents in respect to the management of their children; prejudice against this or that teacher; different opinions as to what *properly* constitutes school government; these, and a hundred other causes, may operate as disturbing elements in our schools. And any one of these, however insignificant and trifling at first, may so magnify its proportions as ultimately to destroy the influence of the best teachers. How can we remedy this state of things? Evidently *not* by any special strictness in our examination of teachers, because, as already seen, the *usually* successful teacher, when placed in a new school, may utterly fail of success from all or any one of the causes already enumerated. Unquestionably, the remedy lies with the parents and guardians of our scholars. It is only by a system of hearty co-operation on the part of parents with teachers that our schools can be made *invariably* successful. The fact that a teacher has been qualified by the committee to take charge of a given school, theoretically settles the question of his fitness for the place, and it now becomes the duty of parents and guardians practically to settle the question in the same way. And so much is possible in every instance.

When your child enters upon a term of school let him understand, first, that he must be regular and punctual in his attendance; and secondly, and especially, that he must, under all circumstances, yield a ready and implicit obedience to his teacher. Everywhere, always, at home and abroad, under all possible combination of circumstances, insist upon a rigid observance of this condition. Under such a state of things, failures in our schools would be next to impossible. Indifference and incompetency on the part of teachers could not then make them barren of all good results, even of a fair measure of success. Let us then, as parents and guardians of the youth of our town, first of all, learn our duties in respect to the support due our teachers in their different labors, and afterwards conscientiously perform them.

At the last annual meeting the town voted the use of its hall and an appropriation of five hundred dollars for the support of a High School for one year. This appropriation was made under the provisions of the legislative act of 1873, known as the High School act. The school was set in operation the first of last September.

We congratulate the citizens of Limerick on the successful establishment of a Free High School, for it is a success—*decided and incontestible*—successful in its organization, which has been perfected to a remarkable degree, when we consider the very recent establishment of the school; successful in the large number of pupils it has attracted to itself, above ninety in the fall term, seventy in the winter, and more than one hundred

will crave admission to its benefits and privileges during the present and last term of the year; successful in the general interest in education it has awakened among the youth of our town, and the general desire it has excited of availing themselves of the superior advantages it offers for obtaining a better training than can be found in our common schools; and finally successful in its principal, who, active, laborious, enthusiastic in his profession, secures something of his reward in the uniform and unvarying testimony of pupils to his wise impartiality and faithfulness as a teacher.

Shall this school be continued another year? In the opinion of the committee a refusal on the part of the town to make another appropriation for 1874 would be disastrous in the extreme, prejudicial to the common schools, to the cause of education generally, and in the end even to the financial interests of the town. In the absence of any High School law, if some philanthropic person should say to the citizens of Limerick, you need a High School where your boys and girls anxious to secure a better education than is obtainable in the common school can be accommodated; such a school will require \$1,500 for its yearly support, I will agree to pay annually \$1,000, or two-thirds of the sum required, from my private resources, if you citizens will agree to tax yourselves for the deficiency—should we not consider the refusal of the town to perfect an arrangement like this an exceedingly narrow and disastrous policy? Most certainly and most justly. But the real proposition upon which we shall vote to-day is precisely identical in its financial bearings with the supposed one. The town in its corporate capacity taxes itself \$500 only to support a school costing \$1,500; for every dollar it directly pays out it receives in return \$3 in the shape of school benefits and privileges. Most certainly we cannot expect a more advantageous arrangement than this. Finally, allow us to express the hope that the citizens of Limerick to-day, forgetting all prejudices, and all irrelative considerations, will, by their votes, show themselves men of enlightened and progressive minds, and friends of all measures tending to a higher and better education of the community at large, always remembering that as saith the voice from Heaven, "there is that scattereth and yet increaseth; and there is that withholdeth more than is meet, but it tendeth to poverty."

SAMUEL O. CLARK, *Chairman.*

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#### LUBEC.

The fact, that we are obliged from necessity to employ young and inexperienced teachers, and that but very few of our teachers can enjoy the advantages of our Normal Schools, furnishes a very strong argument, in addition to many others which might be urged, for the establishment of a High School, under the direction of a thorough and competent teacher; where those of our young men and women who desire to become teachers, can receive a course of instruction specially adapted to the work of teaching, and thus supply a want from which we have been suffering for years, and shall continue to suffer, till something is done to remedy the difficulty. In no other department of human effort are persons entrusted with any responsibility, or required to assume the office of leaders and instructors without previous training, with special reference to their duties. But in the work of teaching, of fashioning and moulding the hearts and minds of the rising generation, confessedly the most difficult and delicate duty we are ever called upon to discharge, young persons are entrusted with its performance, without preparation, with no love for the work, with the most superficial knowledge of the branches they pretend to teach, and often from merely mercenary motives.

Another crying evil is the neglect and indifference on the part of parents to see that their scholars attend school. There are many honorable exceptions, but in the majority

of cases, scholars come and go, and absent themselves from school at pleasure. It is customary now to publish what is called the "Roll of Honor;" and we see the names of some dozen or more that have not been absent or tardy, and who have ranked high in their classes, while nothing is said of that large majority that have been often tardy, and frequently absent, not only to their own great loss and injury, but to the detriment of the whole school; dragging others down to their low level, and thwarting the earnest efforts, and neutralizing the labors of even the best teachers. And as if this were not enough, in many schools the scholars attend very well for half or more of the term, when they begin to fall off, and for the last two or three or perhaps four weeks of the school, scarcely a baker's dozen is found in some schools. The classes are broken up, the interest of those who remain is nearly if not quite destroyed, the teacher's zeal is quenched, and when the time for closing arrives, those who should have been present to show what they have accomplished, and reward the teacher with the evidences of his skill and fidelity, are not forthcoming. During all this time, the expense of the school is going on, with very meagre returns. Parents complain, (when frequently they are most at fault,) that the school is good for nothing, and the teacher suffers, often unjustly, in reputation, which is part of his capital. The effect of this is evil, and only evil. It is contagious, often carried from one district to another; vitiating the taste for persevering and sustained application to study, and entailing a habit of listless and desultory efforts, comparatively fruitless in results. The remedy for this evil, lies mainly with the parents, who should see that their children are receiving the benefits of the money they are by law compelled to pay, whether their scholars attend school or not. It is perhaps no exaggeration to say that full 25 per cent. of our school mouey is actually squandered, from these and other irregularities, that might easily be removed, if parents, teachers, committee, and all interested, would address themselves to the work of reform, with a zeal commensurate with the end to be attained. It is earnestly hoped that these suggestions will not be unheeded by those to whom they are addressed; but that the present year will mark the beginning of a thorough and radical reform in all our schools.

From whatever standpoint we contemplate the subjects, we are more and more forcibly impressed with the necessity for better opportunities for intellectual culture. It is simply impossible for a teacher, properly or profitably, to direct pupils in their studies unless the teacher himself understands the laws of mental science and the order in which, and the processes by which the unfolding powers of childhood and youth are governed. A task so difficult of performance, and so far reaching in its consequences, should not be hastily or thoughtlessly assumed, nor willingly entrusted to any but the most conscientious and faithful. Another matter of interest to every parent, is the purchase of text-books. As the matter now stands, it is a very erroneous tax, especially for the poor man with a large family of children. If the books were purchased directly by the town at the wholesale prices, they could be bought for at least 50 per cent. of what they now cost, and thus effect a saving in the aggregate of nearly, if not quite enough to support a high school. This would not increase the tax of the rich while it would be a great saving to the poor. For the rich man with children would save as much on the books he wants in his own family, as he would have to pay towards the poor man's. The rich man without children would have to be taxed and ought to be. Such an arrangement would not debar anybody from buying whatever books he preferred to have for his own, but on the contrary enable him to obtain them at much less price. The books could be kept in a case provided in each school-room, carefully locked, and be distributed at the opening of each term by the teacher under the direction of the committee, each scholar being held responsible for the proper use of his book and required to make good any abuse or unnecessary wear and tear. Such a plan



would greatly facilitate the work of classification; for the teacher could give to each scholar just such a book as he ought to have, instead of having him come, as he often does now, provided with a book in advance of his capacity, obliging the teacher to put him in a class where he does not belong, or incurring the trouble and expense of getting a new book, or making a fuss generally. At the close of each term the books could be restored to the bookcase and carefully looked up till the opening of another term. We have thus somewhat at length set forth the condition and wants of our schools, noted some of the evils with which we have to contend, and suggested the remedy.

G. W. PEAVEY, *For S. S. Committee.*

#### LYNDON.

There have been thirty different schools in the town of Lyndon during the present year, eight of which are now in session.

**FREE HIGH SCHOOLS.** The town voted at our last annual meeting to raise \$150 for Free High Schools, with the understanding that the State would give the town an equal amount. I have, therefore, expended \$300 for two terms of Free High School, one of seven weeks at Lyndon Center, taught by Mr. Isaac Getchell of Easton, and one of ten weeks at Caribou village, taught by Miss Helen M. Gilkey of Houlton as Principal, and W. W. Sleeper of this village as Assistant. Both of these schools gave excellent satisfaction.

The fall term was a school of great value, especially to those who were teachers and those preparing to become such. All the older pupils who could appreciate thorough instruction and hard work were loud in their praises of this school. I do not fear to have it tested by any fair standard of comparison. Probably no High School in the State was taught in so mean and uncomfortable a house. I am sure the amount of work accomplished by those pupils who went to school with the desire to learn was very great, and the instruction was thorough.

The branches taught in the High School last fall were Reading, Spelling, Writing, Composition, Declamation, Grammar, Rhetoric, Arithmetic, Algebra, Geography, Physiology, Natural Philosophy, History, Latin and French. And every branch was most thoroughly instructed. The teachers went into the school room perfectly prepared on the recitations they were to hear, so they could, in nearly every case, dispense with the book. Thus they were a good model for our town teachers who are tied to their books of instruction and often know but little without an open text book before them. We need teachers whose knowledge is in their brain instead of on their book shelves. For the training of such teachers in all our towns we need Free High Schools.

Pupils from eleven of our fifteen districts attended the Free High School last fall.

I recommend that the same amount be raised this year as was raised in 1873 for the support of Free High Schools.

**SCHOOL AGENTS.** Some of the school agents know how to find the good teachers, but many of them are not well enough acquainted in matters of education to be suitable persons to employ instructors of the young. They will engage any one that applies, as often an unfit person as one qualified for the work, with the understanding that he can have the school if the Supervisor approves. At the day for examining teachers, if they have so early been employed, they make their appearance before the Supervisor who has not been consulted by the agent on the matter. He finds half of them unfit for teachers. They cannot pass a satisfactory examination. What can be done? All the best teachers in the community have been engaged for other positions; the good teachers in our town

having been engaged to instruct in other places. The question now is, shall we have no school at all, or shall we take persons poorly qualified for their places? On the principle that a half a loaf is better than none the poor teacher is sent into the school. If agents are to hire the teachers they should early hold consultation with the Supervisor in reference to the teachers for their respective districts. A large part of the money paid in taxes is spent for our schools, and yet the agents are chosen without any regard to their ability to judge of the suitableness of teachers. Often they can neither read nor write, and yet they have the appointing of public teachers. If the Supervisor rejects a teacher it often makes enemies of the family whose son or daughter he thought unfit for instructing the young. Frequently the teacher is not employed in season to be examined properly before the day appointed for the school to begin. During the year just past it has cost the Supervisor ten days of hard work to examine teachers, when if they had been hired in season, two days would have been sufficient. This has made an extra bill for eight days' work which must be paid by the town. It would be a great saving of expense and trouble to authorize the school committee or Supervisor to hire the teachers. He knows all the good teachers and knows what school a certain teacher is best fitted to instruct. I thank the town for the confidence they have imposed in me the past two years in electing me as Supervisor of schools, but respectfully decline to serve you in this capacity any longer.

W. T. SLEEPER.

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MATTAWAMKEAG.

Your committee have the pleasure of reporting a year of prosperity to the schools in this town. The agents have been very successful in obtaining experienced teachers, and we think that they have been well recompensed for the extra wages which they have had to pay.

In District No. 1 there seems to be a lack of interest on the part of parents in sending their children to school, for out of one hundred and seven scholars reported by the agent as being in the district, there were but sixty registered in the summer school, and an average attendance of but forty-three, or considerable less than one-half the number in the district; and the matter of punctuality is equally as bad, there being five hundred and eighteen cases of tardiness reported. It matters not how good a teacher you have, with such an attendance the school cannot make the progress it should. The last time we visited the summer school we found less than twenty scholars present, but these seemed to have made good progress, and to fully understand what they had been over. The winter school makes a better show on average attendance and punctuality, although the number registered is less than in the summer school.

We congratulate this district on the great improvement they have made in the appearance of their school-room, by the addition of maps, globes, pictures, mottoes, etc. These things, we think, will have a beneficial influence on the scholars.

We consider the Free High School a success, and earnestly recommend its continuance. It furnishes advantages to the more advanced scholars that most of them would be deprived of if it were not for this school, and it is a powerful incentive to those less advanced, as they will be stimulated to work harder for the sake of being admitted into it. It is also well enough to remember, in voting money for the schools, that whether we have them or not, the town has got to pay its proportional part of the sums advanced to other towns by the State; and we sincerely hope that there will be local pride enough

to continue what has been so well begun, and promises so much for the educational interests of the town.

The Free High School was taught by Mr. Oliver W. Laine, a graduate of the Normal School at Castine. The school was visited but once by the committee; but from what we can learn of it, we believe it to have been a complete success. The standard of admission was placed as low as possible under the direction of the State Superintendent, so that as many as possible could avail themselves of the school; but the number which availed themselves of it was not as large as it should have been.

Your committee would suggest to parents and others, that they could employ their time to better advantage in visiting the schools and showing that they take an interest in them, and in seeing that their children reached the school-room when sent to school, instead of lounging round the stores, blacksmith shops and hotels, as many of them now do, than in finding fault with the committee; and no doubt if they should employ their time in that manner for one term, they would discover why their children have not made more improvement in the past.

D. S. PARKER,  
GEO. W. SMITH, } S. S. Committee.  
STARK WEBSTER,

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#### MINOT.

FREE HIGH SCHOOLS —WEST MINOT TERM. Length of term, 10 weeks; teacher, C. F. Stanley; whole No. scholars, 52; average No., 40; wages of teacher per month, including board, \$64. This school was a success in every particular. Mr. Stanley is a wide-awake, practical teacher, and I hope to see more of his work in Minot.

JACKSON DISTRICT TERM. Length of term, 10 weeks; teacher, Chas. S. Libby; whole No. scholars, 28; average No. 21; wages of teacher per month, including board, \$64. Mr. Libby is a very thorough teacher, and complete master of the situation. There were some fine scholars in this school, and they made good use of their time.

MINOT CORNER TERM. Length of term, 10 weeks; teacher, C. F. Stanley; whole No. scholars, 50; average No. 45; wages of teacher per month, including board, \$66. In this school Mr. Stanley maintained his former good reputation, and the result is satisfactory to all interested.

GENERAL SUMMARY. Whole No. of scholars in town, 570; amount of money raised by town for Common Schools, \$1256; Bank tax, \$395.69; Mill tax, \$589.58. Whole No. of scholars attending school, 437; average No. 381; No. of male teachers, 6; No. of female teachers, 17; average wages of male teachers per month, including board, \$89.25; average wages of female teachers per week, including board, \$8.

CONCLUDING REMARKS. In submitting to you my third annual report of the schools in Minot, I wish to call your attention to a few facts that have been strongly impressed upon my mind since it has fallen to my lot to look after the interest and welfare of the public schools in my native town. I shall not attempt to justify all of my own acts, "to err is human"; neither shall I take to myself all of the blame in cases of failure, or claim all of the glory where success has crowned the efforts of our teachers. Taken as a whole, the school work for the past year has been quite satisfactory, which is due in a great measure to the interest manifested by school agents in securing the services of teachers of known ability. And it seems to me it will be for the interest of all concerned, in the future to see to it that agents are chosen who can and will interest themselves in the general welfare of the rising generation, by procuring teachers suitable to

be entrusted with the molding of the plastic minds of those that will soon be called to take our places in the grand drama of life. It is a fact, urged home by personal experience and observation, that there are but few persons of education that have the talent and tact to render them proficient teachers. And the only way to discover these very desirable qualities in a teacher is by actual trial. The most that a Supervisor or Superintending School Committee can do in the examination of teachers, be they ever so critical, is to judge of their educational qualifications. A knowledge of their executive ability can be obtained only by experimental knowledge. Such being the fact, and no considerate person will dispute it, I feel justified in making the following suggestions: Retain those teachers that you know by actual experience have the disposition and ability suitable and sufficient to conduct a first-class school in every sense of the word, even if it requires a little more scrip to recompense them for their services. It is not economy to part with our money unless we get value received. And it is not prudent to send our children to a poor or medium school, when with a little care and foresight on our part, we can send them to a good one.

During the past year there have been but two instances where teachers failed to give good satisfaction; and I hope and trust we shall learn wisdom from folly, and in the future steer clear of the breakers whereon misfortune overtook us.

Prudent business men do not entrust their financial affairs with men of unknown reputation. How much more should prudent parents guard against entrusting to the care of unknown characters those priceless pearls, those immortal gems, that money cannot measure, once robbed of their lustre, time and labor cannot restore. In this connection allow me to say, it will be for the interest of both old and young, for school agents and Supervisors, or S. S. Committees, to act together with the understanding that no teacher shall be engaged by the agent until he or she, as the case may be, obtains a certificate of qualification from the Supervisor or S. S. Committee. If this precaution was generally taken, especially with teachers of unknown reputation, the chances are there would be less failures to report. What one fails to know or see, another may be able to learn or discover.

In my first report I suggested that it might be for the interest of the schools to employ a less number of teachers, and keep them engaged more constantly. Since then I have had no reason to change my mind, but on the contrary, am fully satisfied now, by time and experience, that it would be a step in the right direction. By so doing, we should be able to obtain and retain a better class of teachers at less expense. During the past year twenty-three different teachers have been employed in the town of Minot (reckoning Mechanic Falls and Minot Corner districts wholly within the jurisdiction). I consider this a civil wrong, and there is a preponderance of evidence to prove it, as every reasonable person will see at a glance. Less than half the number of teachers would have performed the same work that has been done, and done it better. A change of pastures may be beneficial to fat cattle, but a change of teachers never to good scholarship, unless they are a failure, and for such cases we shall not be deprived of our remedy. More than all this, by the adoption of some such plan the small districts would receive equal benefits with the large ones, or nearly so. They would receive more and better schooling than they now receive without much, if any, extra cost to the town; and I dare say we all agree that it is just as important to educate well the scholars in small districts as those in large ones. The immortal mind is just as sensitive in the rural district as it is in the village or city school, and without proper culture is just as liable to fall a victim to debauchery and crime, and become a blot and a burden to the State. Ignorance on Hersey Hill is just as disgusting as it is at Mechanic Falls, and *visa versa*. Such being the case, it is our duty as a town, to meet this great and grave question without any selfish motives or sectional prejudices. We should be united and devoted in the

common cause of humanity, and strive by all just and honorable means within our power to elevate the standard of education in our midst; the great refiner of society, the secret of our national prosperity, and the safety valve of our republican institutions.

It is not wise or prudent for the people in one section of the town to say to the people of another section, we must have all the loaves and fishes and you must take the stones and serpents; but on the contrary, education should be made a common cause, and receive universal support and sympathy.

In this connection I wish to make a few remarks in regard to Free High Schools. During the past year we have had three terms of ten weeks each, at a cost of \$485.00, rent and fuel not included. Two teachers were employed, C. F. Stanley at West Minot and Minot Corner, and Charles S. Libby in the Jackson District. Mr. Stanley and Mr. Libby proved first-class teachers in every respect, and gave good satisfaction. The school in the Jackson District was quite small, and I am inclined to think it was not an economical expenditure of money; in fact, it cost about eight dollars per scholar to run the school. The schools at West Minot and Minot Corner were well patronized and very profitable terms in every respect.

Judging from the facts thus far presented to my observation, I have come to the conclusion that it is not practical or prudent to locate Free High Schools in small, thinly-settled districts. I am satisfied it is better to establish them in places where there are suitable accommodations to maintain them in a proper manner; in places where they would receive the patronage they justly merit. I am not unmindful of the objections that may be raised to the plan of locating these schools in the large village districts, and to offset this seeming inequality, I will suggest that it might be proper for the town to raise an appropriate sum to be distributed in the small districts. By so doing the whole town could avail themselves of the privileges of the act and bear the expenses more evenly. The rural districts of course would be taxed to help support the Free High Schools and in return receive the benefit of the school, if they see fit to avail themselves of the privilege, tuition free. If the schools are located in the village districts of course they will receive the most direct benefit; but in connection with this we must bear in mind that the village districts will be taxed for the amount raised to be distributed among the small districts, and receive no direct benefit. I hope and trust you will find this subject worthy of attention and give it your careful consideration.

During the coming year there is considerable important school work that ought to be done in the town of Minot. The schools at Mechanics Falls need a thorough overhauling and a proper course of study adopted. In fact, the schools need to be established upon a permanent reliable basis. I am inclined to think it would be for the interest of the whole town to adopt a good practical business course of study, and then see to it and have that course completed to the exclusion of all fancy and ornamental accomplishments. The first and greatest obligation that we are under to our children is to fit them for common, every-day business. Our text-books, perhaps, are not just what they should be; but they are sufficient and as good as any in the market, and in the hands of practical teachers would answer every purpose. There is much in them that might and ought to be rejected, until scholars have completed the preparatory business course.

Hoping that the citizens of Minot will exercise as much care and prudence in disposing of the intellectual affairs as they do in disposing of the financial affairs of the town, I submit this report to you without further comment.

ELLIOT KING, *Supervisor.*

## MONMOUTH.

The Superintending School Committee take pleasure in stating that the condition of the schools upon the whole is highly satisfactory, and in no respect inferior to that of any year for the past six or eight years.

Our teachers, as a body, we think will compare favorably in intelligence and enthusiasm for their work with an equal number found anywhere in our county. And we believe quite as large if not a larger proportion of our scholars are pursuing the higher branches of study, such as Algebra, Physiology, Chemistry, Botany and Philosophy, to say nothing of the languages, than ever before.

Notwithstanding we are thus favorably impressed with the standing of our schools there are some changes which we think if made in regard to our school districts would be of great advantage. We refer to uniting some of our smaller districts with adjoining larger ones, and thus abolishing the smaller ones for the present. There are three or four districts in town where the average attendance is so small that it is hardly worth while to have any school in them. District No. 2, known as Back-street District, has not had an average attendance of more than four or five per term for the past six years, and a few scholars usually attend from Wayne. District No. 4 (Academy District) is equally as small; and District No. 10, known as Blaketown District, has averaged no better attendance than the schools in Districts No. 2 and 4. Something should be done with these small Districts.

Under existing circumstances our school money is very unequally divided among the several districts. Some districts have twenty-six or twenty-eight weeks of school while others have but seven or eight. And the scholars residing in the small districts are just as anxious and just as much entitled to attend a long term of school as any in town. This inequality is an evil which should in our opinion be lessened or done away with. It can be done away with only by abolishing the district system entirely, as in the case of Lisbon and several other towns. It can be lessened by uniting small Districts with larger ones; and we hope you will consider this matter and endeavor to rectify an evil which has existed much too long already.

OUR FREE HIGH SCHOOL. By a mutually satisfactory arrangement entered into by your committee and the trustees of Monmouth Academy, the academy building with the advantages of the library, cabinet and philosophical apparatus, which was enlarged to the extent of some seventy-five dollars out of the Academy fund, was secured as the place for our Free High School. Mr. G. A. Stewart, former Principal of the Academy, with such assistants as the school might require was secured to take charge. We engaged him for two terms, spring and summer and fall term, paying for the same \$800. The first term was not largely attended, but for those that did attend we have every reason to believe the school very profitable and highly satisfactory. The fall term commenced August 19th and continued 13 weeks. Whole number of scholars 89; average attendance 69. The school was visited several times and seemed to be accomplishing all that we could wish. Teachers and pupils were all alike awake to their true interests.

We believe, with the experience of the past, more could be realized again should you vote to sustain a Free High School the coming year.

D. E. MARSTON,  
H. O. PIERCE,  
O. W. ANDREWS, } S. S. Committee.

## MT. VERNON.

Our schools for the most part have been quite successful; no serious outbreak has occurred and we have not been called upon to investigate or settle any difficulties. Although in some cases we are obliged to report failures, generally our schools have been doing a noble work, still they are not doing all that should be done. There is a chance for improvement; we have not yet climbed the heights of learning. There is one great requisition necessary to the attainment of knowledge, and that is labor, hard, untiring, persevering labor; and we need teachers who will direct our children aright, who will make our schools more disciplinary, who will help to unfold the powers of the intellect, to teach the mind to think, to quicken the senses, to create a love for knowledge, because we can only expect in our short schools to lay a foundation for the future, to give our scholars something to build on, something to prepare them for the active duties of life where they will find the fields of knowledge unlimited. Then we should teach that which will be of special use when our scholars become men and women.

The English language should be first in importance. The History of our country should be written as with a pen of iron on every pupil's heart. Penmanship is now almost one of the lost arts. Many of our teachers pay but little attention to this branch, being deficient themselves they explain no principles, have no system, and as a consequence our scholars are poor writers. Geography is too much neglected. Some candidates for teaching tell us that Virginia borders on Massachusetts and is one of the Middle States. And above all the Physiological laws of life demand our earnest attention.

Too much indifference prevails among the people in regard to our schools; there needs to be a deeper interest infused into the minds of parents for the literary and moral training of their children in our schools. They should visit them more frequently and there witness their demeanor, thereby stimulating both teacher and pupils to greater efforts; there is many a man who will trust his child to the care of an ignorant sooner than his pet horse. Is the horse of more value than a human being endowed with the faculties of reason? Again parents should furnish their children with suitable books. We have known instances where children have been sent to school with some old, antediluvian readers and spelling books. We think their parents must have had very peculiar ideas of economy.

A word to school agents. You occupy an important place in the ranks of school officials. Be careful whom you employ for teachers. Do not always engage the first one that comes along. Inquire about them. Employ those who have taken pains to qualify themselves for their arduous labors, who have availed themselves of the advantages of county institutes and other means, for though "the true teacher is born, not made," training will prove beneficial to him. Several agents have failed to notify the Committee of the commencement and closing of their schools, also have not returned blanks as required by law, causing great embarrassment to the Committee. Such things, though they may seem trivial, are of great consequence.

One thing more before your schools commence—get the blackboards repainted or new ones in their places; the teacher will do far better work and accomplish greater results; also if possible procure some wall maps.

During the past year we have authorized the use of "Our World Series of Geographies," published by Ginn Brothers, Boston, which we consider far superior to the old one in use, and which we hope, will immediately take its place. We would suggest that our town take advantage of the Free High School system as provided by legislative enactment, and afterward make no retrograde movement. The influence of such a school will be felt in all the schools in town, lifting them up and stimulating them to a higher and better work.

In conclusion we would say that the Committee have endeavored by critical examinations, by rejecting all incompetent teachers, by suggestions, &c., to make our schools productive of as much good as possible; and we call upon all parents, agents and teachers to work together harmoniously for our common cause, for the safety of our nation depends not so much on its colleges and seminaries but on our common schools. These are the people's university.

HARRISON W. WEBBER, }  
 JAMES F. BLUNT, } *S. S. Committee.*

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#### NEWCASTLE.

I feel it my duty to say a few words concerning our schools in general. Too many agents labor under the mistaken idea that the cheaper they get a teacher the better they fulfill their obligations to the district. Bear in mind, agents, that first class teachers demand and will obtain good pay. It is a good school that we want not a long one. Employ the very best teachers you can get, and notify your Committee or Supervisor of the beginning and ending of your schools, as the law requires.

Parents, would you increase the interest of your school? Then see that your scholars are in regular attendance. Visit your school as often as twice each term; show to teacher and scholars, by your presence, that you are interested and co-operate with them in the work of the school-room. See that your children are well supplied with text-books. There is another evil in most of our schools which I feel constrained to mention; and that is, the scholars getting too rapidly through their books. The idea seems to be, that to go over the ground is all that is required. It is not so. The scholar who goes farther than he understands loses more than he gains.

One other subject I wish to call the attention of agents to, viz: The law making it your duty to return yearly, in the month of April, to the Committee or Supervisor, the names of all persons in your district between the ages of four and twenty-one years. If we fail in making the full and complete returns of the number of scholars, it deprives you of your proportion of the public school fund, which is a sum worth looking after.

There has been during the last year one new school-house built, one thoroughly repaired and remodeled. We still have a few ancient landmarks, each bearing the name of school-house, which should be removed.

In conclusion I would say, that our schools as a whole have been very prosperous during the past year. You agents have been in most cases very successful in procuring good teachers. The improvement in all the schools has been good. There has been an increase of average attendance over last year.

A. W. GLIDDEN, *Supervisor.*

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#### NORTH YARMOUTH.

There has been no serious trouble in any of the schools of this town during the year. No school has been an entire failure. There has been a good degree of improvement in some branches in every one of the schools. Some of them should have made very much more improvement. Every one of the teachers has shown a desire to do their best. My suggestions to teachers have always been kindly received and sometimes acted upon, but in one of our district schools there are so many circumstances to be taken into consideration, that the teacher, who is on the spot, and knows the circumstances as no one else



can be supposed to know them, should be the best judge in most matters. I have found a considerable amount of fixing up for examination towards the close of some of the schools; but in some of our schools the scholars have been put through an exhaustive examination of their studies as far as they have gone—not only have the book questions been asked, but such questions as would arise in the mind of the examiner have been asked, and, I am pleased to say, promptly and satisfactorily answered.

The great need in our schools is thoroughness; most of our scholars read in books certainly one grade too far advanced. Almost every child attending school in winter reads, spells, and studies arithmetic; and every child should be taught more or less geography as soon as they are able to read tolerably.

Every school-house in town has a blackboard, but some of them are in poor condition, and chalk is furnished very sparingly, and some of the school-rooms have not a decent chair to sit in. There is not a tree within a long distance of any school-house in town. Who will plant the first one, and make it live?

Many of our older scholars are attending seminaries out of town, from time to time, and the idea is carried into our public schools that they are above the teaching of the common schools. The hollowest scholars I have encountered this winter have been some of these seminary students. One of these told me four times in half a day that four feet made a yard; and a class in which were some of these seminarians, wanting to begin their winter's study of arithmetic half way through the book, could not do an exercise in compound addition, multiplication, or division.

Some of our teachers are somewhat superficial in many of the branches to be taught in the common schools. Some of the poorer class of teachers who would be half an hour finding what number 800 is sixteen per cent. of, or how many square feet are contained in a plane square measuring six feet on each side, are quite pronounced in the opinion that twenty minutes is plenty of time to examine a school teacher.

In one of our districts the teacher tore her dress so often against the nails and splinters that beset her in every part of the school-house, that she is reported to have threatened to sew a piece of white cloth over every hole that was torn, which would give her the appearance of being dressed in the star-spangled banner. I cannot vouch for the truth of the story, but she should have said it if she did not. The house has since been repaired. In No. 3, I took the teacher and all of her pupils in my wagon and carried them to school, and there was room for several more. With our small schools we must study economy in hiring teachers, but this year we have got the largest amount of teaching for the money, from the teachers having the highest pay.

SAMUEL H. SWEETSER, *Supervisor.*

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#### NAPLES.

To AGENTS. Questions having risen as to time of holding the annual district meetings, I quote the following laws of Maine:—"A town at its annual meeting may choose its school agents, and vacancies may be filled as in case of other town officers not chosen by ballot. Every school district at its annual meeting, shall choose a school agent by ballot, unless chosen by the town, and may fill a vacancy in that office at a meeting called for that purpose." Thus it will readily be seen that an application made to the selectmen or school agent to call a meeting of a district for the choice of officers, bearing date before the town meeting was held at which it should be determined whether the district would be permitted to exercise that right, is premature, and all action under it void. But should the town at its annual meeting empower the several districts to choose

their own agents, I would advise and direct your attention to the special importance of calling the district meeting immediately after receiving such power, thereby affording the new agents sufficient time to secure the services of the best teachers even at the sacrifice of seventeen weeks of school in one term. Districts cannot be too particular in selecting agents who will look after the interests of the school instead of second cousins; who will spare no pains in securing teachers of experience, truly fitted mentally, morally and physically, fully qualified for their duties and not inattentive to their high and honorable position.

Because mankind in the thirteenth century had neither looked into heaven nor earth, neither into the sea nor the land: because they had philosophy without science and astronomy without demonstration: because they made war without powder, shot or cannon: went to sea without the compass, and sailed without the needle: because they viewed the stars without the telescope and measured altitude without barometers; because they had surgery without anatomy, and learning had no printing-press, it is no rational excuse that agents should hire teachers who are always instructing exclusively in the paths that have been trodden before, and repeating the old old phrases that ought to have long since been buried. We are continually progressing, and the present age demands teachers who can step aside from the old system of school teaching, and introduce exercises outside the text-book that will be of practical benefit in every department of life. And now let each district where it has not already been done, not be satisfied till their school-rooms are furnished with a sufficient number of blackboards, wall maps and globes, even if the expense be paid from the school money. I would also suggest that there be one of "Webster's Unabridged" in each school-room for the use of scholars, to be under the care of teacher and agent.

PARENTS. I would respectfully call your attention to the solid fact, that what your children will be in future life, depends almost alone upon the instructions received in our daily public schools. Now, will you please bear in mind, that though we may have the best teachers our land affords, the most commodious, convenient, cheerful and attractive school-rooms that can be constructed, without your influence and hearty co-operation your scholars will not derive that benefit and secure that degree of success which would otherwise be justly due them. The interest and success of the school requires outside influences. The scholars must have encouragement at home, and this must not only exist at home but continue on to the school-room. Do away with all discordant feeling. Lay aside all manufactured prejudices, look to the interest of your scholars, see that they are regular in attendance at school, and patiently wait for the reward which is sure to come.

With the exception of one or two, our schools for the past year have proved most encouraging. With the aid of good teachers, it has been our aim to carefully investigate principle, the object being for the improvement in practice; and liberal results have been attained. While the teachers, with few exceptions, have been effective and efficient workers, while they have so industriously labored for the cause in which they were engaged, I regret that no more visits from citizens have been recorded in the registers thus far received. A visit from the parent assists and encourages the teacher in his wearisome labors, and stimulates the scholar to greater diligence and activity. Let us see more visits to the school-room in the future, believing it to be a most useful means of accomplishing incalculable good. Though conscious of mistakes, I have tried to do my duty. In each school it has been my object to impress upon the minds of the pupils the evils resulting from habitual truancy, and on the other hand, the good arising from regular attendance. Also, to urge the necessity of close attention to study, good lessons, with a view to thoroughness, which forms the first and most indelible species of a useful, beneficial and practical education.

To teachers, scholars, and all whom I have known during the past school year, I would acknowledge my special gratification for kindness received.

P. O. CANNELL, *Supervisor.*

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#### NEWFIELD.

We think as a whole, the schools have been a success, yet there is a fault too often manifest. The standard of government is too low. The thorough drill and critical instruction are wanting, and there is a lack of quick, energetic, stimulating action on the part of the teachers. We also think another serious hindrance to educational development is our present district system. The majority of districts in town are too small to support a profitable school under the present distribution of school money. Districts that formerly averaged fifty scholars, now average only from eight to fourteen. School-houses that formerly were warm and convenient, are now dilapidated and uncomfortable. In two districts there are no school-houses, the schools itinerating from place to place. A comparison of our school returns with previous years, shows that our small districts are becoming depopulated. The tendency of population is toward the villages. The two districts embracing the two villages of East and West Newfield, contain about one-half of all the scholars attending school in town, giving their districts from twenty-eight to forty weeks of school in a year with first-class teachers. There is no good reason why the scholars in a small district should not have as many weeks of schooling out of the common fund, as his neighbor who happens to live twenty rods nearer a village. The present system of districts amounts practically to a discrimination in favor of property located near thickly settled places, for their is no one thing so depreciates the value of a farm, as the lack of good educational privileges. Many men are paying to-day, large taxes in small districts and receiving only about twelve or sixteen weeks of school per year, while many in villages who only pay poll tax, or none at all, are receiving twenty-four to thirty-six weeks per year. There is evidently great injustice in this matter. The only practicable remedy for this state of things is, in the opinion of your Committee, to abolish the present district system and have our school-houses increased in convenience, and located where they will accommodate the greatest possible number. Looking toward this most desirable change we have caused an article to be inserted in the warrant, to ascertain the views of our fellow-citizens on the subject. At present our rural districts are dwindling to nothing, and something should be done immediately. Re-districting the town would afford some relief, but it would not be permanent, some districts are talking of rebuilding their houses and others of changing their bounds, and we thought this time peculiarly appropriate to present the subject. In brief, then, we recommend to dispense with districts and agents, and let the town own the school-houses, and have the care of the same, and employ the teachers through the school committee. This is a measure that has been recommended by the State Superintendent for a number of years past. Lewiston, Lisbon, Auburn, Portland, Ellsworth and some other towns have adopted it with most gratifying results. Massachusetts, the "Mother of Education," has adopted it; our best educators throughout New England recommend it.

We cannot consistently close this report without saying a word on the subject of morals and manners. In our method of education we should not forget the necessity of moral as well as intellectual training. The cultivation of virtue in the hearts of our youth is of prime importance. A cultivated mind stored with all knowledge, and capable of the highest mental effort, is only the more dangerous if it be not controlled

by principle. The teaching, therefore, and the inculcation of the principles of morality, the cultivation of refined and elevated feelings of high and noble impulses, should hold a prominent place in our educational system. In close connection with the teachings of morality, is the instruction of good manners. Generally speaking, refinement of manners is a sure index of elevated, noble and generous feeling. The sixty-fourth section of our school law, makes it the duty of all instructors of youth, to use their best endeavors to impress on the minds of those committed to their care and instruction, the principles of morality and justice, and a sacred regard for truth, love of country, humanity and a universal benevolence, sobriety, industry and frugality, chastity, moderation, temperance and all other virtues which are the ornaments of human society.

I. M. TRAFTON,  
C. L. WENTWORTH, } *S. S. Committee.*  
G. S. KEMP,

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#### NEW VINEYARD.

Thus you have a report of the schools, which have all been under my supervision for the year past. Allow me to say, that I think our schools as a whole have been more successful than for several years past, owing to the employment of an abler and better class of teachers. With one or two exceptions the teachers have done excellent work, and school agents are highly commended for the interest they have taken in securing the services of so good a class of instructors. Where good wages have been paid, as in the case of Miss Wright and Mr. Millay, their services have amply repaid the increase of wages.

I would here recommend to your consideration the abolition of the school district system, which has been so successfully done by such towns as Turner, Lisbon, and a score or two of smaller towns where the adoption of the town system has been applied. Letters have been received from our State Superintendent and others, highly approving of the change.

M. V. B. HARDY, *Supervisor.*

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#### NOBLEBORO'.

We feel to say that our schools have been conducted for the past year equal to those of former years; yet we think they have not attained that degree of usefulness which we have hoped for. There are many things which we might call your attention to as impediments, but the greatest drawback existing at present is irregular attendance at school by the pupils. We find that districts No. 4, 8, 10, 11 and 12, average but 43 per cent. of their pupils in attendance for the past year. We would urge upon parents the duty of interesting themselves more fully upon the subject of education than they have ever yet done. We have had some excellent schools, and might have had more if there had been more co-operation among parents. Parents, visit your schools. Your presence in the school-room occasionally is of more importance than most people suppose. Visit them two or three times each term, or more if convenient, and see for yourselves if teachers are doing their duty or not, and not depend too much upon what you learn outside. Do not excuse yourselves by saying that you choose a committee and pay them to look out for your schools. No teacher can succeed without the co-operation of the parents. Committee, teachers, and parents should work together to overcome these failures and supply these deficiencies.

ALBION K. EUGLEY, *S. S. Committee.*

## NORTH BERWICK.

Again by your suffrage it is my privilege, and in compliance with the law it becomes my duty, to present the annual report of the condition and progress of the schools in town during a year that is past, and with you consider measures for their future improvement. I adhere to the same general plan of aggregation followed by tabular statement in this as in my former report, because that plan seemed to receive the approval of the people, which should ever be the primary and ultimate object of each public servant.

From the nature of the case, there must necessarily be a great degree of sameness in the annual report of district schools, since the same questions are constantly recurring for consideration, and similar suggestions require to be again and again repeated. Teachers change (generally too often), scholars change, committees change—but the topics which form the basis of a school report remain to be discussed over and over again in such new light as each year's experience may have shed upon them; yet the interests of the public in the progress of education, and especially in the improvement of our common schools, in which the great majority of our children must be educated, if at all, are of such vital importance that none can afford to be indifferent to the subject, even though its discussion requires the reiteration of stale or well worn truths.

To avoid such tedious reiterations so far as possible, secure brevity, and give place to matters deserving special attention at this time, I may be permitted to refer to my report of '72-3, for more extended remarks upon the need of our schools in respect to government, moral tone of the school-room, teachers' qualifications and the teaching of reading, in each of which there has in some of the schools been very marked advancement, though still room for and more or less need of improvement. Another year's experience has but confirmed and intensified my faith in the various reforms before recommended as desirable and expedient, and especially am I confirmed in the belief that this town ought at once to establish a High School with determinate standard of preparatory acquirement and course of study therein, and also to change the old district system to one in which every child within the jurisdiction of the town, whether in sparsely or thickly settled sections, may have equal school privileges, with opportunity to advance with equal steps, whether in one school or another, since there would be the same length of term and the same scheme of study so far as practicable in schools of equal grade, allowing minds of the same attainments fair start and equivalent advantages in the intellectual race. "The Public School had its origin in necessity, and has been developed rather than formed." Then let not the past limit its progress, but permit, nay, rather, help it to adapt itself to the multiplied wants and interests of to-day. I know the hardest to meet of all arguments against this or any other reform is the assumption of the good and propriety of "the thing that hath been." "It always has been so," is one of the devil's best sophistries by which he keeps people—even good people—doing what he likes. In all ages, evils of every sort have made this saying a bulwark behind which they have made their stand and have slain their thousands. In every moral, social or political reform it is the last stronghold of the enemy surrendered, and it is the only real support of many of those evils of our school system which rob us of the full benefit of our outlay. The processes of development are usually slow, but in our school system it has been unusually so. In the mother State, Massachusetts, education has thrown off the beggarly habiliments of the old district system and clothed herself in royal robes. Maine has given her offspring each legal permission to do the same, and there is little room for doubt that the change proposed, under the management of a Board of Education composed of three of your most practical educators, would prove a most important step in educational progress.

In reviewing the work of the past year, I feel justified in saying that the duties imposed upon me by the statutes have been discharged with no other end in view than the good of the schools. The prescribed visits have been made, and in many instances quite protracted examination or inquiry as to proficiency. In the eighty-three visits made, and in the devotion of double the time thus spent last year, I have earnestly endeavored by observation and inquiry to become thoroughly acquainted with the condition, progress, and needs of each school; and though I may not flatter myself or my townsmen that the best results have in every case been attained, yet a higher average has, and I submit that the failure may in part be attributed to the imperfection of a system which not only suffers but fosters the employment of those who with perhaps ample scholarship but lack of self-government, experience and tact, fall far short of the profitable standard of instruction.

Suggestions various and many have seemed to be called for, have been quietly given to teachers, who have generally acted upon them promptly, securing thereby improved, and in some cases model order in ingress and exit at recess, classes and dismissal, while a few unhappily persisted in following the old ruts, attempting the impossibility of order without system. There has indeed been great improvement in many respects. A larger proportion of those "drawing money" have been registered, and the average attendance has improved, evidencing greater interest on the part of parents or scholars, or both, and this is one of the strongest elements of success. The absences have been less frequent, and though there have been more weeks—352 against 220—and more pupils in attendance, the instances of tardiness are 700 less than those of last year.

Our corps of teachers has in the main been a good one, perhaps better than we have a right to expect from a system which too often and even hastily selects from the ranks of those whose services are easily and cheaply secured because they are not in great demand. Twenty-two different teachers have been engaged, and the entire employment has been equivalent to one teacher thirty-five terms of ten weeks each. Sixteen teachers in twenty-three terms work, have achieved in different though chiefly high degrees of excellency, praiseworthy success. Only two approximate real failure, and of the other four and their eight terms of medium work, while duty to my townsmen impels me to withhold praise, it also seems duty to withhold that cruel publicity of names and details which is often indulged in. I doubt not all have according to their ability done their best under the circumstances, and to those who for lack of adaptation, which may not be wholly their fault, have but partially succeeded in our schools, I extend my heartiest sympathy and hope for their abundant success elsewhere.

There are some real teachers—alive, enthusiastic instructors,—while others are little more than passive listeners to recitations—they "hear lessons," not impart knowledge, or in any great measure show the scholar how to get it for himself. They ask the questions in the text-book, and listen to or for the scholar's answer; they hear him read with or without correcting his pronunciation, but seldom or never set him an example in reading, and he has only the imperfect efforts of his classmates to imitate, and perhaps their partial and unsystematized criticisms for his guidance. Such teachers often respond promptly in each branch when examined, and if strangers no committee would feel justified in refusing a trial, yet in the school-room they do very little real teaching, being destitute of that enthusiasm or impulsiveness which often leads to confusion before committees, but which in the school-room is a power to awaken and keep alive the scholar's interest and lead him gradually and joyously through what would otherwise be toilsome paths, to the apprehension of beautiful truths, general principles and their practical application.

In the selection of teachers, experience has, and no doubt ought to have, great weight; but it is not always a sure guide, for the value of a teacher's experience is not always

commensurate with its length. One who mechanically floats with the current, doing to-day just as she did yesterday, discarding no errors and adopting no improvements, though she has "kept school" ten years, has no experience in the true sense of the word. The question is, what trials, proofs, experiments, tests or observations has she made? what instruction and enlightenment, what practical acquaintance with methods in her business has she herself acquired? The learned Roger Ascham says: "long experience doth profit much, but most and almost only to him that is diligently instructed with precepts of well doing. Every craft and science standeth in two things,—the knowing of his craft, and the working of his craft; and perfect knowledge bringeth a man to perfect working." "By their work," &c.

But most of all, should teachers have high aims and attainments, and agents be careful in selecting, because of the incalculable magnitude of the results of their influence. No trump of fame calls to this field of humble but effective labor, yet many a renowned actor in the world's history received his first impulse from his teacher. No class of persons do more to mould the nation or neighborhood of the immediate future. They are a power behind the throne of public opinion by which that throne itself is moved; and yet, when some heroic action, marvellous discovery in science or deed of patriotic valor is heralded through the land, few think of the humble teacher who encouraged the virtue or stimulated the industry by which such high attainments become possible. The teacher's unconscious influence is continually moulding the form and determining the moral tone of the school and individual pupils, while the example of their daily life is making its impress for good or evil. Then to them, partly, is often due the credit of other men's success, and on them may partly rest the responsibility of other's failure; let them guard their walk and conversation with extremest care.

Three districts have suffered by neglecting to engage teachers so long that selection had to be made in haste from among those whose services evidently had not found early appreciation. The best teachers have to be sought, being too sensitive to solicit employment, and it is good policy to seek early. Another deplorable fact is, that the majority of scholars leave school too early. Only fifty-seven of those attending school are 15 years of age or upwards. Generally, but little of the last and best six years which the law recognizes as school years is spent in the school-room. The record of visits by parents and guardians is also very unfavorable. The account of all visits is very meagre, and most of those recorded are not the fathers and mothers whose frequent presence in the school-room would best prove and enhance their interest therein, and stimulate both children and teacher to put forth their best efforts. The slight interest manifested by some districts in the success of their schools, is greatly to be deplored, and the more so because where the interest is slight the fact too often manifests itself in individual criticism from outside instead of co-operative effort for improvement in the school. When parents demand frequent dismissals or absences, or infinitesimal subdivision of a teacher's time by insisting their child shall use a book by a different author from the regular classification, or permit frequent tardiness, they have little right to complain if their child makes little progress or thoroughness. Yet they do often complain that their children do not learn so fast as they ought, and blame the teacher when the fault is their own. Frequently pupils (there are such in town), whose intellectual qualifications are not one whit below the average of their age and class, acquire the reputation of being backward, and even dull scholars from this cause alone. They lose their self confidence, and that spirit of emulation which is the very life of moral progress, for want of a little care, encouragement, or even assistance to punctuality or promptness from the parents who thus, we doubt not, unconsciously withhold priceless favors from the objects of their deepest solicitude. No teacher ought to be expected to make good scholars or rapid progress with absentees or those often tardy or dismissed. Such looseness of habit is

exceedingly demoralizing and injurious beyond the time thus lost, leading to disregard of regularity and system of practice of any kind. Less tardiness and absence have characterized our schools as a whole this year than last, though instances of dismissal have augmented. I ask the attention of parents to this matter, and their hearty cooperation with teachers and committee in applying the necessary remedy—no favor without excuse—to correct each of these evils. To do this fully, both the attention and influence of parents and patrons of learning must be enlisted with energetic activity in the great work of advancing the standard of popular education and discipline, or the effects of supervision and instruction will both in a measure prove unavailing.

During the year four cases of discipline have been informally referred, and in each I have endeavored to “bridge the chasm,” but in two cases have felt constrained to discountenance severity, and request that incorrigibles, if any, should be referred to me; and among the opinions confirmed by study of different modes of government is, that there may be cases so imperatively demanding prompt action and so adverse to the “law’s delay” as to forbid the entire abolition of physical chastisement as a means of quelling insubordination. Frequent corporal punishment is mischievous, and the teacher who is so lacking in moral force that frequent appeals to the physical is necessary to maintain nominal authority and a semblance of respectable obedience among the pupils, should not be entrusted with the training of our children. The proverb, “spare the rod and spoil the child,” fails of practical application in the school-room, becoming the tyrant’s excuse for abuse, and prompting, because it is a proverb, the tender to acts of chastisement which their very tender-heartedness reduces to a farce.

The school-houses are, save “wear and tear,” unchanged, except in District No. 4, which has a fine new building, and in No. 2, where the frost has so shaken the foundation as to greatly endanger the structure. With “penny wise policy” this district has repeatedly ignored its agent’s call to consider the subject in district meeting and to provide for repairs, “withholding more than is meet which tendeth to poverty,” and continued neglect will certainly realize the “impoverishment” and warrant appeal.

In three schools there still exists a lack of uniformity, especially of arithmetics. This counteracts the teacher’s usefulness, and parents should not begrudge the expense necessary to secure a better classification. Neither time nor money expended for real education is ever wasted. “There is that which scattereth and yet increaseth.” The idea of its necessity should pervade the public mind, and become a controlling, living verity. Let all classes learn that education is the stock that will support whatever good society may engraft upon it, and then labor to improve the public school as the surest means of promoting all legitimate reform. Let it be regarded as the nucleus around which should gather all that refines society and beautifies life; let the affections of the people twine around it and their hopes cling to it, and it will bear fruit of newer intellectual life and a fresher moral beauty.

J. J. ABBOTT, *Supervisor.*

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#### ORRINGTON.

In reviewing our schools for the past year, your Supervisor regrets to be obliged to say, that all have not come up to the high standard desired, and to which the liberality of the town and State is capable of placing them were all adverse influences brought to bear against them removed.

One great obstacle to the success of our common schools, is the irregular attendance of scholars. It is difficult for the teacher to keep up an interest where the scholars make it a rule to absent themselves, and the exception to be present; and is not this



attributable in a great degree to parents or guardians? Were they as desirous to obtain the full value of the expenditure they make for the support of our schools, as they are for other investments, should we not see our schools more fully represented? The public school is an institution which should receive the fostering care of every parent and guardian. The teachers' duties are arduous and varied, but they are often censured where it more justly belongs to parents. Judging from what we find in many of our schools, many parents seem to think when they send their scholars to school, a part of the time with a Reader, Speller, Slate and Arithmetic, they are to receive all the benefits to be derived from the school, and if they fail the teacher must be at fault. The teachers employed have endeavored to be faithful, but in some instances have placed too low an estimate upon order. We must adopt a more rigid discipline, or we lose much of the usefulness of our schools. All are free to advocate discipline, but when it becomes a personal matter our scholars' wishes are paramount in the minds of some parents. When scholars defy the teacher's authority, or plot his overthrow, and receive the approval of parents, the result is obvious. We often hear the inquiry made, What right has the teacher to enforce government? We think he has a legal right to govern his pupils, and his right in the school is the same as the parent's in the family, and may be exercised with equal severity. Were all willing to allow the teacher to dictate in the school-room to a reasonable extent, coupled with proper dictation at home, we should find scholars more law-abiding, and it would prove a great blessing to the cause of education.

The Fall term of High School was well patronized; whole number attending 75; there was a large class in the languages and higher mathematics. Notwithstanding the storm and bad travelling the examination was well attended, and all expressed themselves highly pleased with the exercises. The teacher was much interested in the school, and gained the respect of all the students. Would it not be well to maintain the school, and educate our children at home in preference to sending them abroad?

S. BOLTON, *Supervisor.*

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#### OTISFIELD.

The amount of money appropriated by the town the last year for the use of public schools was \$900; of the unexpended school fund of 1872 there were \$94.99; the mill tax of 1873 gives \$361.85; school and bank tax for 1873 gives \$239.85; school fund for 1873 gives \$141.67; giving a total of \$1,738.36. Whole number of scholars in town, as per returns, 344. Amount of money to each scholar 5.053\$. On account of not receiving more than three-fourths of the registers, your Committee are unable to report so fully as they would like; but we hope there has been a gain on last year in the whole and average attendance.

Before closing this report we would call your attention to the results of our experience and observation. We have become convinced that we move with the world, and that although there are many things which are not all we could desire, Otisfield is on the mending hand, and we think she is not so far behind her sister towns as some would have us think. Among other things we notice the increasing demand for better teachers, for better school-houses, and for a better state of everything that can enhance the condition and welfare of the youth, or will better educate and prepare them for active life. School agents in general are searching for teachers of experience, although some regard their trust more as a matter of dollars and cents than as a means of obtaining the most rapid development of intellect. A reasonable degree of thrift is to be expected, but many agents expect teachers to come to them and barter for a school as if it was a matter of

contract to be let out to the lowest bidder. Your talented teacher will not do this. He knows his employment is honorable and his work will be sought for; and this is the fact to-day. Medium teachers don't suit. The best are in demand, and your Committee, within the past year, has had a dozen applications for good teachers. And by actual experiment it is found that a medium school with a good teacher at its head, whose very presence begets in the pupil a love for education and an ambition for higher things, who gives life and hope to the slow, yet industrious, is far more profitable, though not so lengthy, than the one which is spun out into a wearisome task by cheaper or lower priced talent. Now, this is not only true, but the conviction is steadily gaining ground. But we do not wish to be understood that there is no profit in the latter school, but there is not so great a degree of improvement as in the former. The last argument of a business man would be to employ *inefficient* help because it was *cheaper*. Education is the foundation of business, and the best is always the cheapest in the end.

**IMPROVEMENTS.** Quietly, but not unnoticed, the old, shabby, uncomfortable school-houses of the past are giving away to the newer and more commodious school edifices, and those who enjoy their conveniences can realize the change for the better, and have cause to be proud of their acquisition; and while they betoken the thrift and forecast of their projectors, they afford pleasure to all, and inculcate habits of carefulness and neatness at the same time. Truly, we should be thankful for our free institutions of learning, celebrated the wide world over; that we live in a land of schools. School-houses dot every hill and valley, and from them go out the influences that wield the nation.

**DUTIES OF SCHOOL AGENTS.** But there is one thing to be noticed as we close. School agents are lax in one of the strictest requirements of the statute. The 87th chapter of the Public Laws of 1872, provides that when the agent is authorized to hire a teacher, that he shall notify the School Committee when the school is to commence, and how long the same is to continue, &c, to allow the Committee to examine the schools as required by law. Chapter 11 of the Revised Statutes, section 63, requires that the teacher shall deposit a register, properly filled and completed, with the School Committee or some person designated by him, before he is entitled to his pay for his services. These provisions should be carried out to the very letter to ensure *anything* like correct returns. In many cases your Committee have had to write to the teachers for these very items, and then get them too late to be of service; and have as well sent to teachers for registers, and not get them after all. It is upon the register that we depend for our school statistics, and the most important part of our report.

Let us bear these things in mind, that we may be protected against the heedlessness or design of the teacher, so that our reports may contain the fullest and most important information of this kind. And in closing, fellow citizens, let us congratulate ourselves upon the general success of the school year; that our schools have been so good; that our scholars have been so industrious. Let it stimulate us to renewed exertion to obtain for our posterity that wisdom which will enable them to perform the duties so soon to fall to them—emulating the noble sentiments of our forefathers—to make our schools the bulwarks of individual and national prosperity.

H. M. SYLVESTER, }  
 F. J. SAWYER, } S. S. Committee.  
 S. MORTON, }

## OXFORD.

**GENERAL REMARKS.** In reviewing the schools for the past year and comparing the results with those of previous years, we are gratified to find that good advancement has been made in a majority of our schools. Care has been taken in most instances to select good teachers, and we have granted certificates only where we felt certain that the candidates possessed the necessary qualifications.

**SCHOOL-HOUSES.** Most of our school-houses are now in good condition. The new house at Oxford Village is a splendid building, and reflects great credit upon the citizens of the district. The house in District No. 7 is a poor affair. It is hoped that the district will take measures to build a new one. The house in District No. 4 is in good condition outwardly, but the seats and desks are out of repair, and the teacher's desk is a model of inconvenience; if it was designed as a place of torture for the teacher it is most certainly perfect.

**ATTENDANCE.** One great fault of our schools is irregular attendance. Parents should not permit their children whom they intend to be present any portion of the term to be absent a single day. Frequent absence renders the pupils backward in their studies, and gives them a low rank. Another bane of our schools is tardiness. A little attention on the part of parents would remedy this evil. An examination of teachers' registers shows this to be confined to only a few families in each district, and often to those living nearest the school-room.

**PARENTS.** Parents sometimes seem to think that when they tell their children to go to school, they have performed their whole duty. It is too often the case that parents will condemn a teacher on hearsay evidence, without taking pains to visit the school and find out for themselves whether everything is right or not. If you would visit your schools and witness for yourselves the responsibilities connected with the school-room, it would awaken you to a higher sense of your duties to teachers and scholars. You should see that none but the best men are chosen for agents; men who are thoroughly interested in education. Be sure and get the best of teachers, and pay them a reasonable compensation.

An idea prevails that in a school of young scholars, "anybody will do for a teacher." If there is any place where a thoroughly trained teacher is needed, it is in a primary school. Scholars form habits as readily as older persons, and if, through the influence of a poor teacher, they form habits of indolence or negligence, it will take years of careful training to correct them.

If one of you had a valuable horse to train you would not employ a green boy with no experience, merely because he could be hired cheaply, but you would employ a man of experience. And yet the aim of some agents seems to be to hire the teacher that will teach the cheapest.

In conclusion let us add, if you will take the same interest in your public schools that you do in your ordinary business affairs, we should soon have a system of schools that would be a source of gratification to every true friend of education. But until you do this, you cannot expect to have first-class schools.

One word to agents and we close. We particularly urge upon agents the importance of using their best judgment in the employment of teachers. We are confident that three-fourths of the success of our schools depend upon having teachers adapted to the school. We believe the employment of the teachers should be the duty of the committee. But as the town has expressed a wish to have the teachers employed by the agents, we are relieved from this responsible and sometimes disagreeable task.

HOWARD D. SMITH, *Chairman S. S. Committee.*

## PENOBSCOT.

Number of scholars in town .....	548
Number in Summer schools.....	270.
Average number in Summer schools.....	227
Number in Winter schools.....	367
Average number in Winter schools.....	319
Average wages of female teachers per week, including board....	\$6 61
Average wages of male teachers per month, including board ....	49 60
Amount raised by town for support of schools.....	1,134 40
Interest on school fund .....	42 69

The number of schools taught in town the past year was ten in Summer and twelve in Winter, making twenty-two in all; and with few exceptions, they have been very profitable; where there has been a failure, it has been with teachers who do not reside in town; we do not say it is wholly on their part. If we would derive much profit from our schools, we must not only employ competent teachers, but must work in unison with them; visit the school occasionally, and manifest an interest in them, and then our children will derive benefit from our schools, and become a learned people. •

School Agents will please return to the S. S. Committee the names and ages of the scholars in their several districts, together with the former agent's official expenditures, as soon as possible after the first day of April, that we may comply with the requirements of law in making out our returns to the State Superintendent. The Committee will see that the Assessors have the same in season for their business. Agents should be cautious about allowing teachers to commence school until they have the required certificates from the Superintending School Committee.

We would again urge our town officers to grant no orders to agents until the teachers have properly filled and returned their school register, for it causes trouble and expense to look them up afterwards.

Parents, in connection with our common schools, you occupy the most responsible position of any one. In you your children trust, your word they respect, your acts they imitate and approve. It is not necessary, then, for us to tell you how great your influence is in our schools, or how important the manner in which you exert it. Give your teachers to understand that you are co-laborers with them in all just requirements, and let your children know that you take a lively interest in all their studies, and that the teacher's law is your law, and, we dare say, you will see a wonderful change for the better in the character of our schools generally. In our opinion, parents should consider it a duty as well as a pleasure to visit their schools and inspect for themselves. There is but one true and faithful supervision of schools, and that is when the schools are supervised by parents.

We hope we may ever fully appreciate the importance of our public schools, and endeavor to discharge our several duties faithfully in the cause of popular education.

PELEG G. STAPLES, *For the Committee.*

## POLAND.

Whole number of scholars in town between 4 and 21 years .....	995
Average number attending school.....	513
Number of districts in town.....	24
“ , terms during the year.....	50

Number of different teachers employed. ....	44
"    male teachers employed in Summer.....	1
"    female teachers employed in Winter.....	5
Average pay of male teachers per month (excluding board).....	\$31 00
Average pay of female teachers per week (excluding board).....	3 58
Amount of money raised by town for support of schools.....	\$2,000 00
Amount received from bank tax, school fund, and mill tax.....	1,624 40
Total.....	<u>\$3,624 40</u>

In submitting the annual report of the schools of Poland, we are happy to report them in a fair condition, and that during the past year there has apparently been an increasing interest in their behalf. And although as a whole their prosperity has been as great as could with reason be expected, yet there are many respects in which they might be improved. Among the things most to be desired as conducing to a more thorough prosperity, are—first: a more active and lively interest on the part of the parents—an interest which shall not only prompt them to vote their money in the support of schools, but which shall urge them to a personal superintendence of the expenditure of that money, making sure that society shall not lose the results which this outlay is intended to bring.

Moreover, the presence of parents in the school-room, thus manifesting their regard for the welfare of the school, will tend to create a zealous interest on the part of the pupils, and stimulate them to more earnest endeavors in the performance of their daily duties. Let parents frequent the school-room, not to criticise and condemn, but to encourage and cheer, and we cannot fail to see rich results from their small investments of time and trouble. Again, if parents were to visit our schools more frequently they would soon discover that many things not found there are necessary to their highest prosperity. There is a general lack in our school-rooms of needful apparatus, such as globes, charts, wall-maps, etc., etc., which in the city schools are considered indispensable, and which might with profit be placed in our own.

SELECTION OF DISTRICT AGENTS. Too great care cannot be exercised in the choice of a person to perform the important duties of agent, for however efficient may be the general supervision, very little can be accomplished without the hearty co-operation of these important aids in the management of our schools. As the hiring of teachers is by far the most important duty devolving upon agents, a word on that point may not be out of place. It is earnestly recommended that agents require teachers to secure a certificate of qualification from the supervisor before closing an engagement, and also (provided they have taught before) to require a recommendation from last employer, as to capacity for government and imparting instruction. Scarcely too much care can be taken in selecting those whom for the time we make the intellectual and moral guardians of our children. Agents ought not to be governed exclusively by the desire to obtain cheap labor in their selection of teachers, for this is often, we might perhaps say generally, detrimental to the interests of the district. It is the quality rather than the quantity of our schools that tells.

The cheapest labor generally costs most, and most emphatically is this true in the profession of teacher, and especially when cheapness is the highest recommendation which he brings to secure his place. Good teachers and good pay ought to be the rule, but be sure of a capable teacher at all events. The same person, moreover, will work with more zest for a fair compensation, than when his wages are crowded down to the lowest possible point. Let us give a good, reasonable recompense for extra workers, and we shall attract and retain the best talent within our borders.

During the past year a large proportion of the teachers have been of our own town. This is as it should be. Preference should be given our native teachers, when their qualifications are sufficient. Good teachers should be retained in the same district. We lose by changing teachers too often.

**TEACHERS.** Although an occasional instance has occurred when teachers have failed on account of a lack of natural adaptation to their work, or a want of interest in those for whom they wrought, yet we are most happy to say that in the main we believe the teachers have brought to their labors an appreciation of their duties, and a sincere desire to return an equivalent value for that which they receive. There are a few suggestions which teachers in this town would do well to notice and practically apply. A more thorough system of discipline is the great need of the majority of our schools.

Again, teachers need to study to meet the wants of their pupils, in order to maintain an ever increasing interest on their part—the same dull routine will not suffice, but a judicious variety is absolutely necessary. There is too much clinging to the text-books. Let teachers impart the spirit rather than require the letter of the text. Teach the child to think and reason rather than commit. Learn him to use his own language rather than burden his memory with the cumbersome words of the author. We want more practical, common-sense, independent instruction.

Lastly, let the teacher strictly practice in his own work whatever he would inculcate for the guidance of his pupils. Let him be methodical if he would see his pupils orderly. He must be industrious, prompt, regular, systematic, in all his duties, if he would receive satisfaction from seeing his example imitated by those under his instruction. If these things are wanting, no school can be in the highest degree successful.

**ATTENDANCE.** Our schools for the past year have not been as fully attended as could be desired. In some districts there have been scholars living near good schools, who, for some frivolous reason, have neglected to avail themselves of the opportunities thus offered them. These have been chiefly among the poorer classes. Some, too, on account of some slight misunderstanding between themselves and the teacher, absent themselves from school, to their own hurt and the detriment of society. Parents are to blame for this.

The propriety of the towns exercising their right conferred by Sect. 13 of the "Laws of Maine relating to Public Schools," is hereby suggested. While we are expending our treasure, and looking for no other returns than the additional security and happiness of society to be derived from the general enlightenment of the masses, it is our privilege, nay, our duty, to see that every scholar is faithfully improving these dear-bought privileges, and thus preparing for the honorable discharge of those duties which society imposes upon all.

In closing this report we take occasion to thank the citizens generally for the interest manifested in behalf of the educational concerns of the town, and especially to the agents and teachers, who by their untiring efforts have each contributed so much toward bettering the condition of our schools. And while claiming no part of the honor arising from the past year's school-work, we at the same time decline to appropriate all the censure which may attach to whatever failures there may have been. Conscious that we have intentionally varnished no defects, or blamed where praise was due, we leave the future duties of our office in the hands of those from whom we received our stewardship, trusting that the interests, physical, intellectual and moral, of the young, may ever be paramount to all others, and that all efforts in their behalf may be so applied as to yield the richest possible returns.

J. M. LIBBY, *Supervisor.*

## PERU.

The progress in our schools for the past year has been good, considering that we have not the facilities that many other towns have. Our school-houses are good and nearly new, except two, and supplied with fair blackboards, which are so essential to the good success of the teacher. We know that every lesson can be illustrated on the board to good advantage, and be made more practical. But we are destitute of all apparatus in our school rooms, such as wall maps, charts, globes, and mathematical blocks. Every teacher is not expected to have them. We think that the town, after knowing the good results of the use of such, would be interested and furnish a supply immediately.

There is another great opposition to the progress of the schools, which we term non-attendance. No teacher can be perfectly successful unless all of his pupils are present each day. There are two evils which originate from this fault, namely, a loss to the one absent and also to those who remain at school. The last named are impeded in their progress by the evil influences brought in by those that shirk their duty.

The subject of compulsory education has been discussed to a great extent for years, but without the desired effect. What we need is to obligate every pupil to attend school between the ages of four and twenty-one years, unless they have some necessary excuse.

We will also recommend that the district system be abolished, and the town have the charge of the schools, which undoubtedly would be more beneficial. The committee would then take most of the duty of the agent, who is apt to neglect what little duty he has to do.

L. O. BRACKETT, }  
 A. L. HAINES, } *S. S. Committee.*  
 NOAH HALL, }

## PEMBROKE.

The first official act of the committee for the year just ended, was to establish, in accordance with a vote passed at our last annual town meeting, a high school in the building known as Washington Hall, the same to be in compliance with the provisions of the laws of 1873, known as "An act in aid of fr ee high schools."

After due notice of time and place for examination of candidates for admission had been given, such scholars as desired to avail themselves of the benefits of the school assembled at the high school building, and were examined in all the branches recommended by the State Superintendent in Circular No. 9, series of 1873. The grade of admission having been left discretionary with the school officers, it was thought proper to adopt a standard somewhat above the minimum prescribed. Here it may be well to state, that ten questions in each branch in which examination was required, were submitted in writing, and pupils answering correctly seventy-five per cent. of the aggregate were admitted. On the 28th day of April this institution opened its first session, under the name of the "Pembroke High and Grammar School," with J. Marshall Hawkes, principal, and a female assistant. Eighty-six pupils entered both grades at the commencement of the spring term. The magnanimous action on the part of the town in furnishing the building with necessary furniture and apparatus, has been felt and appreciated, alike by parents and school officers, teachers and scholars.

The school year was divided into three terms, giving the long vacation in the hot weather of July and August. The first two terms ten weeks each, and the third sixteen weeks.

One hundred and eighteen different pupils have received instruction at this school during the year, and the results have been gratifying indeed. What we want is perfection; and the summary of statistics appended to this report will show an attendance that assures us of an interest on the part of both the pupils and their parents, which, with the aid of competent and faithful instructors, will give the desired result. We have not space to mention in detail all the points of excellence in this school, nor the benefits it will confer upon our community. Now that it has been established, we hope it may continue, and be regarded as a fixture, which no sectional strife or jealousy can remove. Before leaving this subject we must add, that the principal and assistants have each discharged their arduous and delicate duties with an untiring fidelity, which renders them worthy the good reputation they sustain in their profession.

We have three intermediate and three primary schools, and nine others of mixed grades outside of the villages. There have been two terms in each of the mixed schools, and three each in the primary and intermediate, making thirty-nine different terms during the year. Twenty-six different teachers have been employed, all of which were females, with the single exception of the principal of the high and grammar school. Of the whole number, thirteen were either natives or residents of the town at the commencement of the school year, eight others were from Washington county, three others were graduates from our State Normal Schools, and all were selected with reference to their qualifications and fitness to fill the positions which they occupied. No applicants were regarded favorably except such as were sustained by good testimonials from the schools where they graduated, or a record of success where they had last taught. In a majority of cases satisfaction was given to the people of the communities where the schools are located, as well as to the officers who employed them, and we trust that the services of many of them may be engaged for another year, as nothing has a more demoralizing effect upon schools than continued change of teachers. Committees should select from those who make teaching a profession, those who love the work, and are determined to excel in it.

Notwithstanding all the care and precaution that is taken in securing good teachers, some who are not equal to the occasion get employed; and the past year with us has not been an exception in this respect; but whenever we have become satisfied that a teacher was not fitted for a position, or was rendering the expenditure of money unprofitable to the school, the services of such person were discontinued. It should not be understood that in every instance when a teacher fails to give satisfaction his services are entirely worthless, or that he is totally accountable for the want of success. In nearly every case of failure, the cause could be traced back to those individuals who do not accord that hearty support to the teacher which the situation demands.

Tardiness and absenteeism has been widely prevalent in some of our schools, a fact which militates sadly against their success. We are gratified to report an improvement in attendance in most of them, and while the instances of tardiness may still be counted by hundreds in some terms, yet the numbers are materially less than those reported a year ago. The system of ranking scholars in punctuality and attendance, as well as in scholarship and deportment, has done much toward correcting this evil. There is no law on the statute book which compels attendance, and we do not desire to see one there; but let parents and teachers and all good citizens unite with school officers in an effort to bring out full and punctual attendance each term; for it matters not what the length or excellence of schools, if pupils do not attend them they cannot receive their benefits.

Your committee have been censured in no very gentle terms for paying high wages, and did the matter rest wholly in our hands, we might be justly chargeable for such a state of affairs. But allow us to remind you that teachers are human, and like others



of their species, want an equivalent for value received. No higher wages are paid here than at other places in this county. We are not satisfied to have poorer schools than our sister towns, and why should we expect to maintain them at less expense? We believe that all intelligent men will agree with us that it is false economy to employ poor or inefficient teachers because their services can be procured for less than the best.

Uniformity of text-books, a condition conceded by all school authorities to be so desirable, is obtained in nearly all the schools, and can be perfected in another year, without any one experiencing any inconvenience from the change. The law provides among the powers and duties of superintending school committees, that they shall direct the course of instruction, select a uniform system of text-books, etc. In the discharge of that duty, we adopted Krusi's Drawing, and placed the books in the hands of the teachers of schools then in session, but they were used only in the High and Grammar School, the scholars in some of the other schools positively refusing to buy or use them. We take this opportunity of giving public notice of the intention of the committee to introduce them into all the schools at the commencement of the spring term.

The school-houses are in excellent condition. The repairs that have been made, and the two new houses that have been built the past year, have placed us on a footing to compare well, as regards school rooms, with any other place of the same population in this State. Now that we have a sufficient number of commodious edifices for the purpose of accommodating our schools, it is only necessary to confide them to the care of trustworthy persons that they may meet our wants for many years to come. School agents should not only look after the repairs, but the sanitary condition of the houses also; and we recommend a liberal and vigorous application of soap and water to most of them. We can refer with pride to the good condition of the seats, desks and walls of these houses. As many as eight of our school rooms have been provided with new furniture within the last two years; from two to six terms have been taught in each room since, and to our knowledge there has not been a scratch or knife mark inflicted upon any of them; and we believe if teachers and town officers insist upon it that scholars respect the school rooms and furniture, and cause them to repair damages and replace broken articles, a moral sentiment will grow up which will protect our public buildings from such acts of vandalism as have in years past disfigured their walls.

Some money has been expended for blackboards, and each school is furnished with good ones, and enough of them, that teacher and scholar can have plenty of room to demonstrate mathematical problems. It is not rare to step into a school and see from a dozen to twenty pupils at work on the board at the same time. Nor is the blackboard exercises confined to the use of mathematical classes. Many of our best teachers cause the exercises in grammar and geography to be written upon the boards; and for free hand and map drawing they are much used.

Outline maps may be found in all our school-houses, and they seem an indispensable accompaniment to the ordinary text-book in obtaining a knowledge of geography. The beneficial results of their use are apparent in every grade. Even the primary scholars are manifesting an interest in the study which is surprising. Another marked feature of progress in the knowledge of geography is "map drawing," which has been brought wonderfully near perfection in the High and Grammar School, and has been taught acceptably in nearly every school under our superintendence.

Of the methods of government, we have to say that most of our schools have been controlled by moral suasion, aided by the rank-book, roll of honor, etc. Feelings of emulation and honest pride at well earned merit do more with pupils to enlist their sympathies and unite their interests with those of their teacher, and thus secure good order and discipline, than the most arbitrary exercise of the teachers' prerogative—the birch and ferule.

Before closing our report, we invite your attention to the fact "that vice and poverty are the usual accompaniments of ignorance, and the cost of restraining criminals is greater than that of educating children." Therefore we say it is bad economy to cut down the school money so as to shorten the schools or make it necessary to employ poor teachers. We recognize the liberality of the State in providing for the support of free high schools as a means of increasing the advantages of education, and not for the purpose of relieving taxation. And in this connection, we call further attention to the fact that we have raised by taxation this year only \$41.60 more than in 1872, and with this small increase we have not only been able to establish and maintain a high school, but have increased our claim upon the State for support \$474.33. We are gratified to hear strong arguments advanced in favor of retrenchment, but we claim that we can demonstrate that our present high rate of taxation should not be attributed to the present school system.

We are assured from high authority that our record in educational matters for the past two years is second to no other town in the State. We believe this reputation can be sustained by facts. If this has been accomplished by no increase of taxation over former years, we fail to see any good reasons for taking backward steps. We therefore earnestly recommend that the town raise for the support of schools for the coming year the same amount raised last year, and to be expended for the same purposes.

H. F. PORTER,  
HORATIO CLARK, } S. S. Committee.  
T. W. SHERMAN, }

## PHILLIPS.

Amount of money raised for support of schools the past year.....	\$1,100 00
Interest on school fund .....	70 00
Savings Bank and permanent school fund.....	302 50
School mill tax.....	450 00
Amount received from State in aid of free high schools.....	209 25
Total.....	\$2,131 75

Number of school districts in town.....	22
Whole number of scholars in town on the first day of April last. ..	466
Number of scholars attending summer schools.....	236
Average number.....	176
Whole number attending fall and winter schools.....	342
Average number attending fall and winter schools.....	241
Average length of summer schools in weeks.....	7 5-11
Average length of winter schools in weeks.....	9 5-34
Number of male teachers employed in schools the past year.....	11
Number of female teachers employed in schools the past year .....	19
Average wages of male teachers per month, excluding board.....	\$31 72
Average wages of female teachers per week.....	3 08

**FREE HIGH SCHOOLS.** Under the act authorizing towns to establish free high schools, the town established schools in districts No. 3 and 21, these districts having voted to furnish and warm their houses for such schools. \$150 was raised by the town to defray one-half the expense in district No. 3, and \$75 to defray a like proportion of the expense in district No. 21. The school in No. 3 was placed in charge of Mr. P. A. Hunt.

We paid Mr. Hunt \$92 per month, including board. We paid Mrs. Hunt, as assistant, the sum of \$10, making the gross expenditure of the school, for three months, \$286. Total cost to the town, \$143, (one-half being paid by the State.) There were sixty-three scholars in attendance at this school, making a total cost to the town per scholar \$2.27. Of Mr. Hunt's qualifications as a teacher, we can say that he has now kept four terms of school here, and never a single word of criticism from parent or scholar has ever reached our ear.

For the high school in district No. 21 we secured the services of Mr. Edward Lowe of South Norridgewock. We paid Mr. Lowe \$45 per month and board. The entire cost of this school for two and one-half months was \$132.50. Cost to the town one-half that sum, or \$66.25. Cost per scholar, \$2.14. Mr. Lowe was a thorough teacher and strict disciplinarian, and both scholars and teacher seemed to be laboring hard at both our visits. Mr. Lowe is one of those who believe that a thing worth doing is worth doing well.

The improvement in our summer schools, as a general thing, will compare favorably with that of former years. The whole attendance and the average attendance also exceeded that of last year.

The average attendance in our winter schools has been very much below that of former winters. The principal reason of this is the fact that canker rash has prevailed in many districts, and some schools have been entirely broken up. Others have closed for a few weeks and then recommenced. On this account the improvement generally throughout the town during the past winter has been rather below the average of former years.

One of the many drawbacks to the cause of education is the fact that our teachers do not prepare themselves for their work. Many young persons, since the establishment of the normal schools, have been discouraged from preparing themselves to teach, simply for the reason that they supposed that normal teachers would be employed, and their services would be ignored, consequently they have devoted their time and energies to other fields of labor. Now the facts of the case are, that we cannot employ normal teachers for our remote districts, for the reason that the amount of money in each district is small, and of course the terms of school must be short. We cannot induce the normal teachers to come back into our small districts and teach. They will go where they can get the highest wages and obtain the longest schools. They seek employment in the large towns, villages and cities, and they find it there. As regards our village school we anticipate no difficulty in this direction. There will always be money enough in this district to warrant the hiring of first class teachers—normal graduates if we wish.

The great question which should interest the whole town is this: Where or how shall we obtain suitable teachers for our small schools? We believe that the only true answer to this question is this: We must raise them. The free high school is our only remedy—the only lever with which to pry ourselves out of the present difficulty. It is evident, and the past has proved, that we have not the means to employ good teachers from abroad, hence we must find them at home. At present, owing to the scarcity of good instructors, we are compelled to put up with such as we can get, whether they are fully qualified or not. To remedy this difficulty, we believe that the free high school should be sustained—that young people of both sexes should be encouraged to attend and prepare themselves to instruct the youth in order to supply the demand for teachers in our back districts. The burden will be light, hardly discernable, for as you all know one-half of the expense is paid by the State. We believe that if this opportunity is not set aside, and a free high school is sustained yearly, we shall soon see the result in the better management and greater improvement in our town schools.

Another hindrance to educational advancement in our town is the fact that so little

attention is given to the condition of the school-houses. Of this matter we had much to say in our last report. We are glad to learn that some districts have interested themselves in the way of repairs; but there are far too many instances of cold school-houses, rickety seats and torturous benches. Sufficient repairs made yearly to keep our school rooms warm and comfortable, clean and pleasant, would be a great stride in the right direction, and the expense would be returned with a threefold increase in the mental and moral condition of our young people.

JAMES MORRISON, JR. }  
 J. S. BRACKETT, } *S. S. Committee.*  
 C. C. BANGS, }

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#### PARSONSFIELD.

We wish to assure the town that it is our firm conviction that the school money of the past year has been very judiciously expended in carrying on and enhancing the interests of our public schools. Your Committee beg leave to say, that they have endeavored to exercise much care and sagacity in the examination of applicants for teaching. In some cases certificates have been withheld, knowing the loss that must be sustained by a school having an incompetent teacher. While we do not relieve scholars from the responsibility of aiding the teacher in the school-room, still we do insist that the teacher is the mainspring in this school-machinery. Hence, as he exhibits activity, earnestness and interest, so will his pupils reflect these inspiring habits. We would suggest to our School Agents the importance of carefulness in selecting teachers. Oftentimes they throw burdens upon the School Committee by hasty and careless engagements of applicants who are unfitted for the work of teaching, which might be avoided by using a little judgment and discretion.

Finally, we would say to parents, be awake to the duties you owe your children in educating them. Have as much care to develop the powers of their youthful minds as you take in dressing and feeding their bodies. If this were so, we should see parents visiting our school-rooms often, teachers encouraged, and children inspired with hope and ambition in their school work.

“’Tis education forms the common mind—  
 As the twig is bent, the tree is inclined.”

DANIEL O. BLAZO, }  
 L. T. STAPLES, } *S. S. Committee.*  
 LORENZO MOULTON, }

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#### RICHMOND.

From what has already been said of our schools, it will be seen that they have, for the most part, advanced in a good degree under the management of their several instructors. They have at least been as well taught as ordinarily. In this your Committee have always endeavored to encourage and assist the teachers in their work. Those districts that have been the least fortunate in their teachers, have been sufficiently indicated.

It is not claimed or supposed that any school has arrived at perfection. We are free to admit that there are faults and deficiencies existing even in the best schools. We would be most happy to see it otherwise with each and every school in town. To remedy these defects and evils, has been the constant aim of your Committee, so far as possible.

But this is not wholly a work of the Committee. Parents and friends are responsible in large measure for this condition of your schools.

In reporting your High School we spoke of one of its existing evils, the practice of some of its pupils of absenting themselves at will. And we ask, how can such a serious evil be remedied without the co-operation of parents and guardians? Without this, is it not beyond the power and skill of any teacher or committee?

We cannot rid our minds of the belief that parents and others who have the control of children, by neglecting to enforce a regular and punctual attendance of the same, become chargeable for the want of that success which is so desirable, and against which they are often the first to enter complaint. Your Committee would, then, most earnestly impress upon the minds of parents and guardians the importance of giving this matter their serious consideration, with a view to discharging faithfully and conscientiously, their whole duty to their children.

BENJ. F. TALLMAN, }  
S. W. JACK, } *S. S. Committee.*  
D. S. RICHARDS, }

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#### ROCKLAND.

We are happy to be able in this report to assure you that our schools, as a whole, have made advancement clearly visible the past year. Some, indeed, have improved more than others, but we are satisfied that all have made fair progress, and none have fallen below the standard heretofore attained.

Although Scarlet Fever and other diseases incident to childhood, have made sad inroads upon our average attendance for the winter term, especially in the Primary and Intermediate schools, yet the graduating classes have attained a degree of scholarship above the requirements of our regulations, and the lower classes promise still better work for the future. Order and discipline have been generally maintained in the school-room, few scholars have been suspended for "persistent disobedience," and none have been expelled from our schools for the year. Parents and guardians, almost without exception, have, after due consideration, cheerfully acquiesced in whatever course the Committee have seen fit to adopt, in regard to matters of discipline or study that have been brought before them.

Although we may be permitted to rejoice over whatever advancement our schools have made, yet we are not unmindful of their needs and their faults. Our work is progressive, and we are stimulated to greater exertions in the future, knowing that much more remains to be done before our schools will arrive to that condition when all efforts put forth will accomplish the highest possible results.

The very early age at which a large portion of our children leave school, renders it necessary that great care be taken in the selection of teachers and text-books, and in the direction and arrangement of studies in the lower grades of school, that the greatest amount may be accomplished in the least possible time. One-half of our scholars are registered in the Primary schools, hence we consider that these schools demand and should receive our special attention.

The duty of selecting teachers is the most responsible and most difficult of all that devolve upon a School Committee. High sounding names and splendid recommendations are no sure protection against imbecility and indifference, nor are certificates of experience, Normal diplomas or careful examinations, proofs of executive ability, amiable disposition and conscientious convictions of duty; all these point in the right direction, but the school-room is the real place to test the teacher. Some, who promise well at

first, lack the energy, the power, the natural tact, or that love of their profession requisite to complete success in teaching. Some, having obtained a situation, rest satisfied, considering "possession equal to nine points in law," and, seemingly unconscious of the onward march of the world around them, become fossilized in their ideas and opinions, not aware that the truth of to-day is the error of to-morrow, and that in order to be useful to the age in which they live they must be ever on the alert to "catch the manners living as they rise." Others are too ready to attempt every new theory that is broached, because it is new, and not because it is true, and fly off at a tangent in their airy balloon, teaching in the realms of the speculative and unreal; and when the day for examination arrives, their balloon collapses and they are not prepared for the sturdy work required. Between these two extremes lies "the golden mean" where our teachers should be found laboring anxiously to prepare our children for the duties of life. The times demand that teachers shall have special training for their work. Too much precious time is often wasted when a person without such preparation is employed as teacher. While he is experimenting with a school, and endeavoring to learn how to teach, the pupils, always keen observers, perceive the dilemma in which the teacher is placed, take advantage of the situation, and are sure to require the chief of his attention to keep them in order. This soon destroys all interest in studies; and while these conditions last, very little is accomplished. The wonder is not that so many fail who attempt to teach without preparation, but that any succeed.

Lewiston has a training school, where young ladies intending to teach are allowed to give instruction under the direction of an approved teacher. They are paid a small compensation while under training, and when vacancies occur they are placed in charge of Primary schools. This gives Lewiston teachers for her schools, trained under her own supervision. Rockland might establish such a school with little cost, had she suitable rooms, and prepare teachers for her Primary schools from graduates from her High school. This would be not only eminently just to her own citizens, but would also prove a matter of economy, as these teachers would save the expense of being educated abroad, and would be able to teach for less compensation than those who, having expended much for their education, are obliged to leave their homes and seek employment elsewhere. It would also enable all the teachers to pursue nearly the same course of instruction; then, in changing teachers, but little time would be wasted.

System, order, arrangement and proper association of facts, are of the highest importance in teaching. Who works without these, wastes half his labors; hence the necessity for careful preparation. Then teachers should thoroughly understand whatever they attempt to communicate, for a confused idea in the mind of the teacher can never make a clear impression on the mind of the pupil, and whatever is not clearly outlined there will soon be forgotten. They should be able, also, to select from their books such parts as will best suit the purposes they have in view, and to so arrange these as to lead directly to the object desired. When this is properly done, pupils will not be required to commit to memory what is of little or no value, by which memory is not cultivated but rather burdened; but each sentence will be riveted to the mind with the underlying thought or principle expressed.

The teacher who is thoroughly imbued with the spirit of his work, who enters his school-room with a buoyant step, fully prepared for the labors of the day, able at once to answer all questions relating to the lessons without consulting his books, gives his pupils the impression that he is master of the situation; and, if his character is such as to command respect and admiration, they will yield him a willing obedience. At recitation, filled with enthusiasm, he imbues his pupils with his spirit, and every eye is sparkling with animation, while the pointed question is followed by the clear, concise answer, and no point is left till all thoroughly understand. He spends no idle time, but

thinks each day and week too short for the much he desires to accomplish. Such a teacher, with *life* and *plan*, is worth volumes of theory and scores of drones, whose bodies enter the school-room, but whose hearts and interests are outside.

**CHANGING BOOKS.** Your Committee, acting upon the idea that it is better to make no change of books than not a change for the better, have made but one the past year. This was a change in U. S. Histories, Scott's taking the place of Quackenbos', heretofore used. Quackenbos' History is so voluminous that our scholars could not complete it, and it costing twice as much as Scott's, we thought it our duty to change.

We would recommend, however, that the city appropriate \$400, or authorize the Agent to expend that sum, for the purpose of purchasing a sufficient number of Readers of some series recommended by the committee, to supply all our schools. These books may be loaned to the pupils in each school on their giving a receipt for them, or may be delivered to the teachers on their receipt, holding the parties responsible for their return, in good order, to the committee, when required. This would furnish our schools additional reading of about the same quality, and awaken an interest in pupils by presenting new matter for thought.

**RANK CARDS.** In introducing rank cards into our schools, it was the intention of the committee to have the absences, tardiness, deportment and scholarship of the pupils carefully but generously represented, that parents might be kept informed of the constancy, conduct and progress of their children in the different branches they were pursuing. This we believed would create an interest in parents, induce them to render such assistance and administer such reproofs as would be for the benefit of pupils and the advantage of the schools. We are confident much good has been accomplished in this way; and in the hands of a teacher who uses them skillfully for the interest of the school and the good of the pupil, they are more effectual than the truant officer and the ferrule. But teachers should be careful to make the card represent the pupil exactly as he stands, and not reduce his scholarship because his deportment is incorrect, nor allow prejudice or preference to have any influence in making it up. This would soon destroy the confidence of both parent and pupil in the card and in the teacher, and make it a source of annoyance rather than a help.

**TRUANCY.** The duties of the truant officer have engaged more of his time and attention than was anticipated by your committee, but his labors have resulted in transferring to the school-room many boys who have been in the habit of taking lessons about the wharves and lime-kilns, a change greatly to their benefit and no detriment to those who have thus been deprived of their company.

We would suggest that a truant officer should be clothed with police authority, that he may be able to bring to justice those who disturb our schools or deface or injure school property.

In order to carry an ordinance for compulsory attendance fully into effect, a State Truant School is necessary, where habitual truants may be sent to be clothed, fed, taught, and put to labor. Boys who would find their way to such a school are those who defy parental control, and are of little value to their parents or society. The strong arm of authority is necessary to check their wayward course and save them from ruin.

Number of scholars in the city April 1st, 1873, according to the agent's report .....	2,505
Number registered any part of the year .....	1,654
Number registered in the summer term.....	1,520
Number registered in the winter term.....	1,497
Average number registered in the summer term .....	1,438
Average attendance for the year .....	1,193
Average number registered for the year.....	1,457

Average per cent. of attendance to average number registered.....	81.9 per cent.
Number registered to the whole number in the city.....	66 per cent.
Average attendance to the whole number in the city.....	47.6 per cent.
Number returned by the agent over 15 years old.....	911
Number registered in schools over 15 years old.....	239
Number returned by agent under 6 years old.....	282
Number registered in schools under 6 years old.....	174
Number returned by the agent between 6 and 15 years of age.....	1,312
Number registered in schools between 6 and 15 years of age.....	1,241
Per cent. of number registered to the whole number returned.....	94.6
Number between the ages of 6 and 15 years not attending any public school for the year.....	71
Amount raised by the city for support of schools.....	\$8,100 00
Amount received from the State on mill tax.....	2,504 49
Amount received from the State on bank tax.....	1,680 90
Amount received from the State in aid of high school.....	500 00
Amount received from all other sources.....	764 76
Total.....	\$13,550 15
Amount expended for schools.....	12,867 80

J. F. MERRILL, }  
 A. L. TYLER, } *S. S. Committee.*  
 G. M. HICKS, }

#### SANFORD.

The schools in town the past year have been very successful, except in two—District No. 5, summer term, and District No. 6. In No. 5 the teacher was not qualified to manage the school, and in No. 6 there was a large number of boys that did not want to conform to the requirements of a healthy discipline. The committee thought the fault was not so much in the teacher as in others. When scholars attend school, big or little, it is absolutely necessary that they should willingly conform to the rules of the school as may be ordered by the teacher. Without proper order in school the school will become nearly worthless to the scholars.

In the two villages in town there are a large number of scholars that do not attend school as they ought. Somebody is to blame. Who is it? Are not the parents of the children that are running in the streets, when there is a school, negligent to say the least. They should make an effort to have their children at school, and not permit them to grow up in ignorance and idleness. There is no reason why every child in town, if he has his health, when they become men and women, should not have a good education. There is ample provision made for all so to do on the part of the town. If all parents felt interested in regard to educating their children, then we should not have so many growing up in ignorance and idleness.

The committee would urge upon the town to establish a free high school, in pursuance of the law passed by the legislature of 1873. There has been a large number of towns that have established such schools, and from what we can learn, such schools have given general satisfaction. The State pays one-half the expense for teachers, not exceeding \$500. This town, in their State tax, must help pay for schools in other towns, and would it not be economy on the part of this town to establish such school?

ASA LOW, }  
 HOWARD FROST, } *S. S. Committee.*



## SOUTH BERWICK.

Our schools have, with some few exceptions, been generally successful, some of them highly so; but there still remains a good chance for improvement. Districts cannot be too careful in choosing competent agents. On them rests the responsible business of employing competent and practical teachers, without whom it is impossible to make any great advancement. The lack of public interest on the part of parents in many of our schools, is one of the most discouraging features which meets the observation of those who have the greatest welfare of our common schools in view. There appears to be a great want of regular attendance in some of our schools. As near as we can judge from the returns of the teachers, many scholars almost entirely neglect the advantages of the common schools, besides whom many others have been so irregular in attendance as to be benefitted but little. Let us, fellow citizens, endeavor hereafter to employ the best teachers we can get, and heartily co-operate with them; see that our children are regular and punctual in their attendance at school, and encourage them to labor for such an education as will fit them for the greatest usefulness and happiness.

HORACE J. GOODWIN, *Supervisor.*

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 SIDNEY.

Nearly half of our school-rooms are sadly neglected, and have become unfit to be used till repaired or new ones put in their places.

Under the present system our schools are all too small and the terms too short to be profitable. When the present districts were formed it was not unusual to have three or four months' school each term and thirty or fifty scholars in each school. The time has come for a change. We hope the town will seriously consider the matter of reducing the present number of districts, or what will be better still, abolish the district system. We think well of the plan suggested in the report of 1872, viz., the establishing of one or more graded schools. There appears no good reason why this may not be practicable, now that the State in the free high school law passed last year comes to our aid. By this law the State offers to give to the town or district raising money enough to support a school not less than ten weeks, a sum equal to half the money raised, practically telling you to send your children to a good school and it will pay half the bills. There are twenty or more scholars who each year go abroad to attend higher schools than are furnished them at home, contributing to the support of such schools in other towns as we need here, not only for them, but for a good many more who cannot go away.

But if the present system is to continue, and we must have small schools, let it be remembered that a good teacher is essential to a good school. Let it be expected of them that they make proper preparation for their work, and then be willing to pay them accordingly. We have a State institution expressly designed to fit teachers for their business; and it has been a matter of surprise that so few avail themselves of its benefits. Of the twenty different teachers employed in town, not one is a graduate of the Normal School. One term at this school would improve our best teachers, and a thorough course there would be of inestimable value to most of them.

The teachers' institute, too, is available to all and should not be neglected. The urgent call for efficient teachers, together with the ambitious desire to excel in one's profession, we might suppose, would be sufficient motive to the use of every available means of improvement. We have a right to expect teachers to be continually improving. Every term ought to be better than the preceding in some important particular.

We would urge upon the teachers the careful preparation of the lesson for each day, that he may exhibit to the scholar a thorough knowledge of the subject, enabling him to throw aside the text-book, and question freely in a way to teach the scholar to reason for himself. It is the teacher's business to teach habits of deep thought, of close application. Time enough is spent in our schools in the exercise of reading to teach the scholars to be good readers, yet we find very few. A large portion of the teachers fail in teaching the advanced classes, because the reading lesson is not made a study by teacher and scholars, with dictionary at hand and frequent reference to the rules of reading, comparing and classifying sentences, seeking correct expression of the author's meaning by proper emphasis and inflection of the voice, and then by continued drill on sentences and paragraphs. For want of instruction, scholars read choice selections and see no beauty in them or value as a reading exercise, no necessity for drill and practice. We might refer in like manner to each branch of study. The teacher who is alive to the wants of his school and anxious to earn and keep a reputation as a good teacher, will not fail to see occasion for all this. By these remarks we would not give the impression that our teachers rank below the common standard. We believe they do not, and that they are fully up to the average. But we want them all better.

Thirteen of our teachers have taught but one term during the year. It would be greatly for the good of the schools if only half the number of teachers were employed. When we can say to our teachers, "Make teaching your business, fit yourselves properly for your work, and, if successful in your chosen profession, we will employ you all the time and at good wages," we can secure the services of first-class teachers, and only then.

More time is given to the study of arithmetic than to any other study, and much of this is lost because parents allow their children to jump out of the mental arithmetic before completing it. They get through the multiplication table and then try to grapple the difficult problems of an advanced course. It is just as reasonable to take a child from the Primer to the Fifth or Sixth Reader, or after learning the parts of speech in grammar, try him for three or four years in syntax, and expect him to tell of the construction of sentences. Parents have a mistaken notion that their children must not be "put back," no matter if their work is beyond their comprehension; and vials of wrath are poured upon the heads of the teacher and committee who would put them where they ought to be.

At the commencement of the year there appeared an urgent demand for a change of reading books. Hillard's Readers had been in use a long time. Teachers and scholars were tired of them. The reading lessons were a task on this account, and because the selections, particularly in the higher books, were beyond the comprehension of the scholar. They were adapted to a higher grade of scholars than are to be found in our schools. We decided to introduce Monroe's series, the result of twelve years' experience in reading as a specialty in normal schools, institutes, and the public schools of Boston and elsewhere. The selections are models of style of high literary character, and, at the same time, the language is on a level with the understanding and sympathy of the scholar. If used judiciously by the teacher, and in accord with the author's plan, they cannot fail of being the means of great improvement in this branch of study.

It is a matter of congratulation that our schools, with all their defects, have been so generally successful; that their prosperity has not been marred by district quarrels or other disturbances. We have heard less of dissatisfaction and complaint of poor schools during the past year than during any other of the four years of our acquaintance with them.

The duties of the Supervisor are difficult and sometimes very disagreeable. We have

met these duties as the law directs, and as the interests of the schools seemed to require, courting favor of no one only as it may be won by the effort to do right regardless of consequences. That some have been offended is to be expected, so long as regard for one's family and friends is a means of warping the judgment. Your approval is an abundant reward for the faithful endeavor to discharge our duty.

Our common schools are an heritage we should cherish with care. We cannot guard their interests too closely. Our future respectability, our character for enterprise, refinement and virtue depend upon their influence. While our teachers should rank first in intellectual attainments and ability to impart instruction, never within the walls of our school rooms should be placed one of doubtful character, nor even one whose example and influence is not decidedly opposed to falsehood and every kind of immorality. The school should be often visited, and the teacher and pupils made to feel that we are interested in them, and appreciate every effort to improve. Thus guarded our progress will be upward.

A. SAWTELLE, *Supervisor.*

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#### SEDGWICK.

The schools of the past year have been generally very successful, and given good satisfaction, yet many of them are by no means as efficient as they should or might be if certain disadvantages, which in a great measure might be, were removed. There are some districts which persist in employing young and inexperienced teachers, both in summer and winter terms. There is a twofold loss here. First, it tends to drive out from those schools the older scholars, particularly the male portion. Secondly, the association of the scholars with an experienced and well educated teacher is not counterbalanced by a few more weeks' school obtained by the employment of cheap teachers. Every agent should endeavor to obtain the highest talent, the ablest and most experienced teachers the country affords, caring more for quality than for quantity of school.

Many of the teachers and scholars the past year have labored under a great disadvantage by the pupils not being well supplied with proper books. The books of the several schools of the town had become such a medley, there being in some schools as many as two or three readers of different series, as many different geographies, and other books accordingly, that two years ago change was made in readers, and last spring in geographies, and the use of all others forbidden, by which change this multiplicity of textbooks was to have been removed; but many have refused to comply with this change. The use of other books than those authorized by the committee will be positively forbidden the coming year.

Many scholars, who are old enough to attend to other studies, are sent to school term after term with no other books than a reader and speller, and those differing from any others in school, yet they are expected to learn as much as their schoolmates who are well supplied with books. The cases are rare, and exceedingly rare, where persons have attained to any degree of scholarship without books and hard study of the same, and he who thus neglects to supply the necessary books is a robber. As long as this is allowed our schools cannot be brought to a proper standard of efficiency, nor can any teacher do justice to a school thus situated.

The matter of attendance suggests a few remarks. There is no law compelling attendance at school, consequently many who should attend are allowed to run about the highways, shores and woods, prowl around the school-house, now and then stalking in to stop awhile, creating a restlessness and inattention by telling a wonderful story of some occurrence in the neighborhood. Whoever neglects his duty by allowing this in

those under their charge commits a serious mistake. Many of our heaviest taxpayers have no children and never had by which they might look for some return of the money taken from them by law, therefore they are compelled to contribute to the expense of schools for many whom it never reaches, by their being allowed to absent themselves from the schools so provided. This will never be remedied but by a compulsory law of attendance. We hold that the man who is compelled by law to contribute to the expense of educating his neighbor's children has a perfect right to claim that the same law shall compel those children to go where they can receive the benefit of it.

W. L. BYARD,  
C. P. BARTLETT, } S. S. Committee.  
R. S. COLE,

SACO.

The amount appropriated for the support of the schools, for the year just closed, was .....	\$7,000 00
There was received from the State School Fund.....	1,277 87
There was received from the Mill Fund.....	1,903 89
Total.....	\$10,181 76

Ten thousand one hundred eighty-one dollars and seventy-six cents appears to be a large or small sum, according to the position from which one views it. When one considers what is to be done with it, it must certainly appear small. Two thousand and fifteen children are to be provided with twenty-six teachers for a year; thirteen school-houses are to be kept in repair, etc.; twenty-six school-rooms are to be warmed and supplied with globes, maps, diagrams, apparatus, etc.

We cannot economize in the number or quality of our teachers. The best are demanded, and with our present resources we are obliged to obtain good work for poor pay. Our male teachers, though by no means overpaid, receive better compensation for their labors than do the female.

The teachers of the Primary Schools receive.....	\$300 per year.
The teachers of the Intermediate Schools receive.....	320 per year.
The assistants of the High and Grammar Schools receive.....	340 per year.

These are much smaller salaries than are paid no better teachers in many other cities. The result of this will be that we shall lose our best teachers as rapidly as other cities learn of their value. It was for this reason that, during the past year, we lost the services of one of our very best teachers; and for the same reason I was unable to fill her place with a graduate of a Normal School. If the latter could have been employed, not only the school under her care would have been benefitted, but her influence would have gone out into all the other schools. I believe, Anna Dickenson to the contrary, the female teachers in this city are earnest and contented in their work, and do not look upon their labors as irksome, or a dull way of passing the time between the positions of school mistress and wife. I have found them ambitious, eager to learn of better methods, searching for more light upon the important details of their work by communicating with others who have had more experience in teaching, by studying educational magazines and papers, by attending teachers' institutes, and by every other way that promises information. Now it can be easily understood that these teachers, male and female, will embrace the first opportunity that presents by which they can gain a more

adequate return for their labor. They will go from us unless family connections force them to remain. We must then pay our teachers more to retain them, and for the stronger reason that they earn more.

A change of Readers should be made. The present book has been in use so long that the children are tired of reading the old pieces over and over again. The expense of this change would be trifling to those who have but one scholar and ample means; but to him who has five children in different schools, and who now has difficulty in providing the five with food and clothing, it is by no means a trifling matter. The change would cause pinching and sacrificing. I suggest that the city purchase new Readers; place them in the hands of the agents, to be by them delivered to the teachers, who shall hold each scholar responsible for good usage and a return upon a leaving the school. The old books could be given in exchange, and the new ones obtained at a reduced price, so that the expense would not be large for the city.

Vocal music should be taught in our schools. Singing is now a school exercise, but I mean music should be *taught*. If this was done in evening schools my suggestion would not be worthy so much attention. I am not aware that vocal music is taught in this city, in school or out, and the knowledge of it the rising generation is obtaining must be very meager. A teacher for this purpose should be employed to visit each school at appointed hours, which would involve an additional expenditure. I therefore respectfully ask that there be more money appropriated for school purposes the coming year. I feel that unless this is done we shall lose some teachers we cannot afford to spare, and we shall be prevented from making some needed improvements.

CONDITION OF SCHOOLS. The condition of the schools in the districts outside of No. 1 I consider, as a whole, about the same as heretofore. Some of them have been better and some poorer. The teachers have all been faithful, but of course have differed in efficiency as they have in capacity. Sawyer, London and Sandy Brook have been taught this winter by females, and with as good success as previously with male teachers. Much better results would be obtained if the same teachers could be employed continuously. It takes a teacher about half a term to thoroughly understand the wants and character of a school, and with the present system of employing a new teacher every summer and winter, about one-half of the time is wasted.

In District No. 1 the schools have progressed. I have never known a year in which there has been so much interest manifested by the parents. It is true that up to the close of the last term that interest has manifested itself mainly in the shape of complaints and adverse criticisms, yet I feel that good has come from even that. There is a tendency to speak in disparaging terms of political, educational and commercial matters of the present, as compared with some "golden age" of the past. Having heard during the past winter many assertions in regard to the condition of our schools, which I knew to be incorrect. I made a special effort to induce parents and others to obtain information of the inside workings of the schools by personal inspection. The result of that effort was gratifying. Never has Saco seen so many adults in her school rooms, but I hope it can't be said she never will again. The result of the effort was gratifying to the teachers, and, if I have been correctly informed, had the same effect upon the visitors. In nearly all the school reports in this State, and in other States, the subject of adverse criticisms and parental indifference are discussed. The complaint is, as was sung by the little ones in Miss Chase's school,

"Oh dear, what can the matter be,  
Parents don't visit the schools."

"I would not be understood to object to criticism,—on the contrary, I invite it, but it should be intelligent criticism. I think it unjust publicly to criticise or depreciate

our schools, until one has assured himself, by careful examination, that they deserve it. It would be a great benefit if parents and guardians would, by personal inspection, become acquainted with existing methods, and interchange views with those having charge of our schools. However faulty their discipline and instruction at the present time—and I not only admit but affirm that there is much that is unsatisfactory—I yet believe that any fair minded man, who will make himself thoroughly acquainted with their administration, and consider the difficulties that exist among a population like ours, will rather wonder that pupils learn so much, and that order is maintained with so little resort to force, than that they learn no more and that forcible means of discipline are so frequent.”

“ Corporal punishment ” is a troublesome matter. There is trouble if it is inflicted, and there is trouble if it is not; all which arises from the fact that a troublesome boy is a troublesome thing. My opinion is that if you wish a school to be managed without whipping you must not take from the teacher the authority to inflict it when in his calm judgment it is necessary. My instruction to the teachers of the High and Grammar Schools is as follows: “ You are required to maintain strict order and discipline in your schools at all times, but in no case shall corporal punishment be inflicted until all other reasonable measures have failed, and in no case in the presence of the school or within twenty-four hours of the commission of the offence for which the correction is necessary.” When this order was made, some of the boys understood it as a total abolition of whipping, and the effect of that understanding was immediately apparent in one of the schools. They at once attempted to assume control, but upon learning their mistake, settled back again into good order. To rule a school by love is very easy, theoretically, but a little more difficult practically. “ The school is not the place for love, but for business—kind, generous, self-sacrificing business.” Rule the school “ by pure manliness; by invariable kindness and patience; by charity, looking beyond the mere fact of our own personal comfort, and looking into the circumstances and surroundings of the child; by appeals to manhood in the boy, or womanly modesty in the girl; by arousing the sense of self-respect, the sentiment of chivalry, and the hope of an honorable earthly future.” During the past year there has been less whipping inflicted than in any previous year, though the many comments upon the few whippings which have been inflicted may seem to indicate a different state of things. The proper way to abolish corporal punishment is to remove all causes for its infliction, rather than to take away the power of infliction while the causes remain. Our teachers are all human, and human patience and forbearance are not infinite. There are but few of us who are able to deal with our few children at home without impatience, and perhaps an occasional hasty blow. If we, then, with our parental love to restrain us, cannot at all times control ourselves in the care of five, how lenient we should be toward the teacher who sometimes oversteps the bounds of calm patience in the care of ten times five. Let us be charitable in this matter. If punishment be inflicted, let us first be sure whether or not it was deserved; but, in either event, let us, without prejudice in favor of those who are so dear to us, be as ready to excuse the mistakes and impatience (if there be any) of the teacher as we are to overlook in our children what we call mischief, but which in other minds may deserve a severer name. May we, the coming year, show our interest in our children by visits to the schools, frequent conference with the teachers, and a hearty support of their authority. In this way shall we abolish corporal punishment.

We have great cause for congratulation that our schools are what they are, and I believe I have good grounds to hope they will be much better. I have endeavored to prevent a sacrifice of thoroughness for the sake of rapidity. This has, no doubt, been discouraging to some, but yet it is none the less beneficial to teachers and scholars. I

am aware that at the examination of candidates for admission to the High School, last summer, I required more than had been formerly, though I was not as rigid as I would like to be. The results of this were, some, who had not realized what was to be required, were required to take another year in the grammar schools; the next grammar class saw what was before them, and applied themselves accordingly, and the class which entered the High School was better prepared for the work before it. The way to raise the grade of each school is to require more thoroughness in each lower school. And it must be remembered that rapidity of passing from school to school in not conclusive proof of thoroughness. The High School is now in good condition, though during the first of the last term there was a serious aspect of matters connected therewith. But the honor and good sense of the many scholars prevailed over the thoughtlessness of the few. If we will but give that school our influence and support it will not be long before it will take its position among the first schools of the State. But if we have not a desire for that, or, having it, are not willing to help in the work, that result will never be reached. We can make it or break it as we choose.

To-day the spring term has commenced, and I learn from the teachers that the good effects of the last term's examinations are plainly to be seen. Let the teachers and scholars understand that the matter of schools is not to be left to the Supervisor and agents, but that we, the parents and friends, intend, by frequent personal inspection, to look after it closely. In this way will supervisor, agents, teachers and scholars be compelled to do their "level best," and our schools will progress.

H. FAIRFIELD, *Supervisor.*

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#### SCARBOROUGH.

We have given an account of the condition of the schools in our town for the past year, and although they have, on the whole, come short of meeting our wishes, yet we think they rank above an average with those of the few preceding years. We do not reckon a gain on account of the proportional number of good schools, but on account of the excellency of some of our schools. But as this is an age of improvement, we think our schools should have ranked higher than they have done.

The attendance has been tolerably fair, but still, as in former years, far short of what it should have been. And as this is a matter that lies in a great measure with the parents and guardians, we would urge upon them the importance of sending their children to school regularly, even if the school is not just to their minds. Whether in large or small districts, if there are many scholars that do not attend school, the teachers become discouraged, and the scholars do not take near the interest in the school that they would otherwise do. Let a teacher see no chance to make a school what it should be, or even to come very near that mark, he is apt to be discouraged and the school likely to be a dull one. But let there be a good attendance, and the teacher, if qualified for his position, will work with a zeal and energy that will make the school lively, interesting and profitable.

Our school-houses are all tolerably fair, with the exception of one, and we hope ere long it may be said they are all good. And, to the citizens of School District No. 7, permit us to congratulate you upon the erection of your nice school-house, and the laying out of your large and handsome lot. We think the scholars in this district have done much already towards paying for the house. We do not mean in dollars and cents, but in that which is far better—by attending school well, studying hard, and gaining useful knowledge.

We are of the opinion that every school district in town should have a set of Outline Maps. It would not be denied by any one who understands the use of them, that the furnishing of them would be money well laid out, provided they were properly used by the teachers. But it may be said by some that all teachers would not use them; but teachers that would not want to use them, are not fit for the position of teachers. And we would say, should they be furnished, the Committee should see that they are used. We think there has been much time spent in the study of Geography that has been about the same as lost time, for the lack of ideas calculated to fix it on the mind. It is not strange that many scholars take but little interest in the study of Geography as it has commonly been taught. With the use of these maps, it would become an interesting study; the more important parts would be brought up to the mind in a manner so plain as to be retained in a wonderful degree. We are of the opinion that with the same portion of time spent in lessons from the maps, that has usually been spent in hearing lessons from the book, Geography might be taught to the whole school with far greater results, even with but very little time spent in the study, except at the time of the lesson.

The History of the United States has been used as a reading book in two or three of our schools previous to the last year, and it has gone into two of our schools the past year, and the results have been very gratifying; and we hope it may be used the coming year in the rest of the schools by the classes qualified for its use.

In conclusion, permit us to remind you of the importance of our being earnest and united in our efforts to promote the welfare of our schools.

ROBERT McLAUGHLIN,	} S. S. Committee.
A. F. MOULTON,	
JAMES T. SMALL,	

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#### SHERMAN.

The schools for the past year have been generally successful. Two winter schools have been somewhat injured by sickness and other causes, which we hope may not exist in future. It cannot fail to be apparent how greatly the prosperity of our schools depend upon the agents. The office of School Agent should not be deemed a position which the most stupid man of the district must hold because it is his turn, but a place of responsibility, requiring intelligence and judgment in the proper performance of his duties. The best man of each district should be appointed as agent. The agent has the control of the school money, the whole charge of the school property, the house with the furniture, and must see to keeping them in repair. But the most responsible duty is that of selecting and engaging the teachers. With such a responsibility resting upon the agents of our schools, the office should not be given (as is often done) to any man who will take it, but only to those who seem best fitted for the place. When this is done, and every agent feels it his duty to search out and select the best teachers, and employ none other, then we may hope that our districts will rarely be obliged to waste their hard-earned money in paying inefficient and incompetent teachers. We are of the opinion that the best teachers are the cheapest. One week of school taught by a good, efficient teacher, is worth at least four weeks taught by a poor or ordinary one, and your committee deem it wisest to hire the best at any cost. We do not pretend that experience is the only test required. We have in our town several who are well qualified to teach our schools, and we would earnestly recommend that agents encourage home talent, especially when better teachers can be obtained than from abroad.

While it is universally admitted that good order and discipline are necessary to the



success of a school, there are some persons who are ready to find fault with any mode of correction made use of by the teacher for the maintenance of good order in school, if that mode happens to be applied to their children. The most casual observer cannot fail to perceive the baneful effects produced upon a school by a collision between parental instruction and school government. We would urge upon parents a cordial co-operation with the teachers in their efforts to maintain good order. You who have children hardly know at times how best to govern them. How think you that you would succeed, if those surrounding them should instil into their minds that you are not worthy of their regards, and to disobey is manly? There are few more trying positions than that of a teacher in a district school, having so many different persons to please, each having peculiar views with reference to discipline and instruction, and such a variety of dispositions among the children, all taxing the patience and testing the self-control. That a teacher should make mistakes is not strange; but let parents help them out of such difficulties, and not increase them by injudicious remarks in the presence of their children, and they will serve to raise our schools into a much better condition.

We extract the following from a School Report: "A teacher's legal right to control his pupils, I understand to be this: in the school-house and on the school grounds, in school hours and with reference to school duties, the teacher has precisely the same authority over his pupils that the parent has over his child when at home and in his own house. He has the same right to admonish, the same right to censure, the same right to chastise, and to chastise with the same degree of severity. Just what would be unreasonable, and for that cause illegal, in one case would be so in the other. When the parent sends his child to school he surrenders to the teacher, for the time being, his own authority over the child and all control of him whatever, so that he has no more right to demand even his person than a stranger would have were the child at home.

If now it is asked what right of redress the child has in case the teacher abuses his authority, I reply, the same that he has when the parent abuses his authority. The fact is, the child at school as well as at home, must be under the control of somebody. Now, granting that the parent has a right to interfere in the smallest degree in the government of his child in the school, and what follows? Why, the school has a hundred masters instead of one, and each with his distinct and quite likely different notions of government. Now, if you require the teacher to heed all these, you require what is beyond the power of human ability to perform; and if not, then comes from parents and teachers conflicting requirements of the same scholar. Then, when parents order one thing and the teacher another, the very important inquiry arises, whom shall the scholar obey? And it is just as true of schools as of National government, that if authority must be upheld at all hazards, school government, so far as scholars are concerned, must be under one head."

Now let us call your attention to a few statistics which show the amount of good that we are already deriving from our school system. In 1870, only one per cent. of the persons in prison in our country were foreign born, while ninety-nine per cent. were native born. Now place this alongside of the fact that nearly every native born person has a chance to learn to read and write, and that nearly all can do so, we are astonished when the prison statistics inform us that ninety per cent. of the prisoners cannot read, and that ninety-six per cent. of them never learned a trade and had no regular occupation. These figures show us our criminals do not come from our schools, but from those who have not had school privileges, or having them, do not avail themselves of them.

But, says some, "It costs a vast sum of money to get an education." So it would seem when we look at it in the lump, when we consider that it costs us about \$1,400 annually, and the State some over \$1,000,000. But let us apply the rule of reduction to this subject and see how it will look then. The whole amount of school money expended

on our schools the past year was not far from \$1,400, or \$4 per scholar. Now, allowing this to be the amount year by year, how much will each child have expended on his education for the twelve years between 6 and 18 years of age? Multiplying \$4 by 12, and we have a little less than \$50; or if the expenses of books and school-houses be added, the whole will fall short of \$75. It often costs more for a parent to send a child away from home to an academy for a single term, than the cost of his whole common school education, and then even this cost does not fall wholly on the parents. Many persons have large property but no scholars, and it is the property that pays the tax. But this is right, for education is a means of security and protection; it is a better protection for property, as we have seen, than our prisons.

Finally, gentlemen, we cannot over-rate the importance of an intelligent people. And how can this be, except by means of our common schools? In other countries, a few men of high culture cluster around the throne and its institutions, upholding and sustaining it, preventing dissolution and decay. Now, when the reigning power is in the hands of the people, how necessary it is that there be a general diffusion of knowledge among the masses; and how are they to be reached except by our common schools. As our schools are, so will the people be; as the people are, so will the government be.

JAMES W. AMBROSE, }  
 L. H. CALDWELL, } *S. S. Committee.*  
 L. T. BEAN, }

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#### SHAPLEIGH.

In the first place, we would urge upon school agents the importance of exercising the utmost care in the selection of teachers. No consideration of mere favoritism or relationship should exert the least influence; and even the wages are of minor importance. Be sure to secure the services of the best to be had, making but little account of the price paid, for second rate teachers always cost dearly in the end. Milk and water schools are unprofitable. Employ such as are competent to govern as well as instruct. What we want in our schools is live teachers, and then we shall have live scholars from which to raise up live men and women. To make a long story short, employ no teacher unless he or she be well recommended as such by competent judges. In examining the qualifications of teachers there are some points extremely difficult to be determined without actual trial. A suitable temper and disposition and tact to teach are most important, and in case of an entire stranger not easily determined or decided upon.

In regard to the studies pursued, it is a fact that more time is given to written arithmetic by those who are not well advanced in other branches than is profitable. Mental arithmetic is much the better for exercising the young minds, and is of much more practical advantage in life; yet we frequently see those who can repeat the rules, and perform many of the difficult examples in written arithmetic, puzzled with a very simple question in "reckoning," as it is called. This should not be. All scholars, even the large ones, should be exercised frequently in intellectual arithmetic; and especially should those who are poor readers and spellers, as many of our scholars certainly are, who have pored over their arithmetics for several winters, lay aside such branches, and with the "little scholars" or alone learn to read and spell.

E. W. BODWELL, }  
 ALFRED HULL, } *S. S. Committee.*

## TURNER.

The consolidation of the districts and the establishment of the free high schools imposed new duties and responsibilities upon the committee, duties that were onerous and often very difficult. We have endeavored to discharge these duties with fidelity and impartiality. It is for you to decide how well we have succeeded. We doubtless have made mistakes; we lay no claims to infallibility like the old man at the Vatican. The principal question which suggests itself to us is, have we gained anything by adopting the town system in place of the district system? We unhesitatingly answer in the affirmative. We have better school-houses, superior teachers and longer schools. Never has there been greater advancement than in the past year; never has there been less complaint and friction. No school has been a failure, and a large number of them have been conducted with signal success. The scholars have manifested more than an ordinary amount of interest, and the average attendance of pupils in the several schools has been larger than usual.

We do not propose to enter into any arguments to prove the necessity and importance of a good thorough business education. No greater misfortune can befall a human being than to be thrown upon society to fight the great battle of life without education, habits of industry or purpose. In this picture we see only disappointment, disaster and ruin. Gentlemen, the best legacy you can leave to your children is a good mental and moral training for the active duties of life; it is better than gold and honors.

The welfare and peace of the community depend upon the intelligence and integrity of the people, therefore the birth of every human being brings to society an incalculable responsibility, a responsibility which society alone can fulfil by receiving it as humanity, treating it as human, by rendering it, to the degree that it is possible for it to enjoy, a human existence, and to complete here at least a human destiny. Thus, and thus alone, is the growth of society a growth of promise.

All young men in a country like our own, where there is no national social distinction, where the plowboy and the son of the millionaire sit on the same bench at school, recite in the same class, and compete in the same contest for either prize or power, expect to enter some business in life. They expect to be either tradesmen, farmers, mechanics or professional. The great question for us to solve is, shall they be prepared for the active duties they will be called upon to perform, or shall they, like most of our own generation, be allowed to strike out for themselves in life, without a guiding hand to steer and direct them on their first perilous voyage? If the latter, it will not be surprising to find them, like wrecked ships thrown upon the rocks, and dashed to pieces for want of a skillful pilot and proper instructions to guide them. It is surprising that so many succeed under the circumstances.

We may well congratulate ourselves upon the school facilities we enjoy to-day. With the town a unit for educational purposes, with the free high schools, and with the grammar schools, our youth may prepare themselves for any position in life. We must take no backward steps. Many are looking at our example. Let us so demean ourselves that others, seeing our success, will be induced to imitate it. Be liberal in your school appropriations, knowing it is cheaper to support schools than courts and prisons and paupers. An ignorant people cannot long be free. Let not local prejudice or sectional animosities divert you from the determination to give your children the best preparation for the duties of life.

S. O. ANDREWS, }  
 P. C. TORREY, } S. S. Committee.  
 W. H. JEWETT, }

## UNION.

In looking over the School Registers returned by the teachers, some matters of interest have attracted the attention of your Supervisor. In the matter of tardiness there is a great difference in the schools. Some teachers report none; one reports 254. It is barely possible that one or two schools have had no cases of tardiness. But why are there so many in others? Are the parents doing their duty? Do they realize that a habit of punctuality, once formed, will be an inestimable blessing to their children in after life, and that a habit of tardiness will be an unspeakable curse? The habits of childhood and youth will *stick*; but few will have the energy to reform in after life.

I also notice that the percentage of attendance in some districts is very much larger than in others. The difference between the largest and smallest percentage is .37. Do parents realize the loss which a child suffers when there is a good school in operation and he is permitted, for any trifling cause, to remain at home? Now, suppose that we could fix a money value upon the knowledge that a child could acquire during a term of ten weeks; let us call it \$5 per week. This will give us \$50 for the value of the term. Suppose that all the schools in town are in operation ten weeks each, and 50 per cent. of the scholars remain at home and receive no benefit from the schools. Here is a loss, for 600 scholars, of \$15,000. On the other hand, it may be said the child is earning something at home. Perhaps he is, perhaps not. But allowing that he is earning as much for the parent or guardian as he is losing by not attending school, is it right to deprive a boy of what is rightfully his, and what he will greatly need in after life, for a few paltry dollars? Nothing but the direst necessity of poverty or sickness, such as but very few can plead, can afford any excuse for such a course. These things being true, parents are under the highest obligation to take care that their children go to school, that they go constantly and in season.

In the matter of school-houses, we are far in advance of where we were a few years ago. With two or three exceptions, our school-houses are comfortable, and the scholars are well accommodated. The improvement in this respect has had a marked tendency to improve the character of our schools.

But there is one thing which I have noticed with sorrow. It is the indifference of some of our teachers to the work of improvement. Last fall the State employed an able and practical teacher, Mr. Luce of Freedom, and sent him here to hold an Institute for the benefit of the teachers in this vicinity. He came, but if it had not been for the High School then in operation, which he, by the co-operation of the instructors, turned into an Institute, he would have found no work to do. There were a number of teachers in the school, and others that are expecting to teach, and they enjoyed Mr. Luce's labors greatly. There were, however, many other teachers in the town and vicinity who ought to have been present, and I sincerely hope that they will not let another opportunity of the kind pass unimproved. Shall men of all other occupations have their societies and clubs for mental and moral improvement, and shall teachers, whose work is as grand in its results and important in its influences as any other, make no effort to improve, or even to qualify themselves properly? Let the teachers look to this matter, for the time is speedily coming—I may say, is already come,—when those cannot have our schools to teach who will not qualify themselves for the work.

I also see, in looking over the registers, that in some districts the parents and others have visited the schools; in other districts they have not. Let me say, your schools will not prosper unless you are interested in them.

It is with sincere pleasure that I report no difficulty, of any magnitude, in any of our schools. I have had but two calls during the year to settle difficulty. All of the schools

have been carried through successfully but one; that, the teacher left of his own accord. The schools have been generally good; the teachers have acquitted themselves with honor; and the deportment and improvement of the pupils has been very commendable.

F. V. NORCROSS, *Supervisor.*

#### VIENNA.

The condition of our schools for the past year have been full as prosperous as in previous years, but they were not in all respects such as could be desired. A large proportion of the teachers of our public schools throughout the State, lack the requisite qualifications. Some commence teaching before they acquire the proper amount of education, and so attempt to teach what they do not know themselves. Some have an unsuitable temperament, and thus are endeavoring to govern others before they learn to govern themselves. Some have the learning and disposition that are necessary, but are deficient in order and method. They have information enough, but are unable to impart it; decision and firmness enough, but want tact; hence their attempts too often prove failures. Teachers of the highest class, like the poet, are born such, not made. Training may do much, but it cannot do all things; it cannot supply that which is lacking in natural ability. We would suggest to school agents to employ the best teachers you can get, and be willing to pay them a reasonable compensation. Such a teacher will always command good wages, and if you refuse to pay them, others will reap the benefit. To employ incompetent teachers is worse than to throw the money away; for not only will their pupils be taught but little, but even that little will be taught wrong, so that there will be, in all probability, as much to be unlearned as there has been learned correctly. Secure your teachers as as early a day as practicable, and when it will be comparatively easy to find such as you desire. Do not wait till the best are all taken up, and you have no alternative but to employ such as chance may offer. Having engaged your teachers, give notice of the fact, without unnecessary delay, to the School Committee, that an early day may be fixed upon for their examination, and that there may be sufficient time for procuring other teachers and judging of their qualifications should any be rejected. It has been a practice for one or two years past, in District No. 4, by agents, to keep the hiring of teachers a secret until they entered the school-room. Now we fail to see what good arises from such secrecy; and we think that when such things are practised, it must be because "I am agent and am not obliged to tell," or through ignorant wilfulness.

Another cause of unsuccessful schools is, we fear, indifference upon the part of parents. Have you furnished your children with suitable books and other things necessary for the successful prosecution of their studies? Have you seen that they are present at the school-room every day of the term (unless detained by sickness), and punctually at the appointed time? Have you tried to impress upon their minds that their only business in school is study, and so interested yourself in their progress that they feel its importance? Have you, by visiting their schools and making councillors and companions rather than hirelings, given the teachers your cordial support and sympathy in their labors, and believed, unless you have the strongest evidence to the contrary, that they are laboring for the best good of your children? Unless you have discharged your duties in this respect, do not join in the denunciations by some so freely heaped upon teachers and school officers, whose successes have not been all that might be desired. While it is right for you to take the proper means to have an unworthy teacher removed, you cannot be too careful what you say about the teacher before your children. We

would again entreat parents to aid and strengthen the teacher's efforts, by seeing that their scholars prepare a part, at least, of their lessons at home. Interest yourselves in your schools; take a pride in them; do your whole duty; take hold with us and with your teacher; thus, working together in the same great cause, we shall accomplish good results.

— WEBBER, *Supervisor.*

#### VASSALBOROUGH.

HIGH SCHOOL No. 1, AT RIVERSIDE. The services of Mr. D. H. Taylor were secured for this school, a gentleman of eminent attainments, large experience in teaching, and well qualified for the position. Under his able management the school was a success. Although the term was but little more than nine weeks, the marked proficiency of the scholars affords gratifying evidence that if the "High School" can be generally adopted and become a part of our school system, it will be the beginning of a new era in the educational facilities of the State.

FREE HIGH SCHOOL No. 2, EAST VASSALBOROUGH. This term was conducted by Mr. B. C. Nichols, assisted by Annie May Pierce. Mr. Nichols came to us well recommended, and fully sustained his recommendations as a systematic and thorough teacher. Miss Pierce also discharged her duties with credit to herself and profit to those coming under her instruction. The entire expense of a ten weeks' term was \$237.50, one-half of which being refunded by the State, made the expense to the town \$118.75. The entire number of scholars attending was sixty-six, with an average of fifty-three, representing twelve districts in town.

In reviewing our schools for the past year, we should be glad to be able to state that the results have been wholly satisfactory. This has not been the case, and it devolves upon those having the matter in charge to point out the deficiencies and their remedies as far as possible.

While we have no desire to find fault with the blameless, neither have we any desire to shirk the responsibility of telling unpleasant truths. We find that many districts do not have the amount of schooling which their money entitles them to. This is particularly to be deplored, when we take into consideration the fact that our school system gives us on an average less than twenty weeks per year. It is not the duty of the committee to see that the money is fully and faithfully expended, but it is their duty to note a failure to do so, and let those interested attend to it.

Another grave subject of consideration is the failure of the parents and friends of those attending school to assist and encourage our teachers. It is not surprising that young and inexperienced teachers should be sometimes unsuccessful; but when our best teachers fail somebody is evidently to blame. In some instances parents withhold their children from school because the teacher refuses to be governed by their whims or prejudices. Often children come home and give an imperfect or exaggerated account of what has taken place in the school-room, and it is listened to and commented on by the parents, and the children are encouraged in opposing the teacher's wishes, and not unfrequently in actual violation of the rules of the school. Visits of parents in the school-room are like angel's visits, few and far between. It may be urged that these are small matters to mention in a report, but it is because these "small matters" have been overlooked that our schools have not been more successful.

SCHOOL BOOKS. The text-books in our schools remain the same as last year, with the exception of the readers, which have been changed. This was not done without mature deliberation, and a firm conviction that the best interests of our schools demanded it. There was not uniformity throughout the town, and scholars were generally found read-

ing in the fifth or sixth reader who should have been reading in the third or fourth. We made the fifth a first-class reader in the summer schools, and to some extent overcame the evil. It has been urged against the United States Readers that they are too simple and too easily mastered. This is one of the strongest points that should recommend them to our favor. Heretofore we have found children reading where they understood but little and could explain nothing. In the new books the subjects are within the comprehension of children, and they are found to take to their reading books with a delight quite unusual in our schools. It is desirable that entire uniformity be established at the earliest possible date. Parents will bear in mind that they are violating law, and liable to severe penalties in not conforming to this regulation. The new books are no experiment; they have been fully and faithfully tried, and we believe meet the wants of our schools as fully as any in the market.

**SCHOOL-HOUSES.** Some improvements in school buildings have been made during the year. The school-house at East Vassalborough has been thoroughly remodelled and greatly improved. At "The North" a new building has been erected, large, commodious and well furnished, with a view to the immediate future as well as present educational wants of the place. We observe few if any changes in other parts of the town. In a few districts the school-houses are furnished with maps and charts. Those schools rank fifty or one hundred per cent. higher than those not so furnished. Districts are allowed to use ten per cent. of their money to provide these accessories to the teacher. We urge upon agents or others interested the importance of providing them at once.

**FREE HIGH SCHOOLS.** At the March meeting of last year it was voted to raise five hundred dollars for free high schools, under the act of 1873. These schools were not located on that occasion, and no committee was raised for the purpose of locating them, consequently the entire responsibility rested with the Superintending School Committee. No hasty steps were taken, but after waiting until autumn, and being strongly urged by those having an immediate interest in the matter, and after consultation with the State Superintendent as to the legality of the action, we located one school at Riverside and another at East Vassalborough, two points which would accommodate a larger number of scholars than any other localities in town. There was in these two schools a total of ninety-six scholars, and an average attendance of seventy-nine. Each school was continued ten weeks, the entire expense being something less than five hundred dollars. One-half being refunded by the State will leave the expense to the town something less than two hundred and fifty dollars. We venture to say that the same amount of money has not been so profitably expended for schooling in town for years. These schools were each under thorough and efficient instructors, and the improvement made by the scholars was very decided. By this means a new interest in education has been awakened throughout the town. Free high schools can no longer be considered an experiment, but a decided success; and if we fail to permanently establish them in our town we shall fail in doing our entire duty by those entrusted to our care.

D. C. PERKINS, }  
 J. M. TAYLOR, } *S. S. Committee.*  
 J. E. MILLS, }

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#### WINSLOW.

Notwithstanding we have made some improvement during the past year in our schools and school-houses, yet there is much room left for still greater improvement. Of the 496 individuals drawing school money, as returned by the school agents, the whole number attending the winter schools (exclusive of District No. 6, not returned), is 248; and the

average number is 215, as appears by the school registers. The whole number attending the summer schools is 247, and the average number is 180. From this exhibit it appears that just one-half of the scholars who draw or have drawn school money, attend or have ever attended the winter schools, and probably but few scholars attended the winter schools who did not attend the summer schools. Of the 248 scholars attending the winter schools, only 29 were over 14 years of age, and only 47 over 12. Of the 247 scholars attending the summer schools, 42 were over 12 years of age, and only 20 over 14. If only one-half, or about one-half, of the scholars so called who draw school money, attend school summer or winter, it becomes a question of some importance why the other half, being 248 scholars, do not attend school summer or winter? It may be accounted for in several ways, in part. In the first place, several, or some of them, attend school at the Classical Institute at Waterville, and other institutions of learning out of town. A few are employed as teachers in common schools. Four, if not five, of the school teachers in Winslow the past year, were recorded among the scholars entitled to draw school money last April. Again, it has become quite fashionable for boys, when they arrive at the age of 16 or 17, to seek employment on the railroad, at the railroad station, or a place in some manufacturing establishment, or not unfrequently "at home" in the woods,—any where to get money. And the girls, as soon as they get to be 16, "go to the factories" instead of going to school. But what perhaps is most to be lamented, is that there are children who have parents that seem to feel no interest in the school themselves, or desire that their children should, and therefore give themselves no anxiety about providing books or slates for their children, or see that they attend school punctually or at all.

I desire to impress upon the School Agents the importance of engaging good and competent teachers, especially those who have had experience in teaching, and who have been invariably successful in all cases. When it can be done, employ experienced teachers who belong to this town, and the same teachers for the same school, when he or she taught and give universal satisfaction last year. Avoid changing good teachers every year. When you have employed a teacher, and he or she has commenced school, be sure to visit the school, not only when the Supervisor goes in to visit the school, but at other times, and try to get others who are parents to go in with you, and you will find it will increase your own interest in the school, assist and encourage the teacher in the performance of his duties, and be the means of awakening more interest in the scholars. In all cases, where it can be done, I would suggest to School Agents the importance of employing teachers who are graduates of the Normal School; or if not graduates, those who have had some instruction at one of those institutions. And I would suggest to all our young teachers the expediency of securing, if possible, the benefits of a few months' instruction at one of those institutions.

DAVID GARLAND, *Supervisor.*

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#### WINDHAM.

In reviewing our labors in the interests of the common schools for the past year, it gives us great satisfaction to be able to present to your consideration so favorable a report as to the condition of your schools. In all our experience or observation we have never before known so large a percentage of good teachers in our town as have been employed the past year.

An interest has been manifested in the schools by parents and guardians never before exhibited. This interest is shown by the crowded state of the school-rooms at our closing examinations. We have seen scores of visitors, parents and friends of pupils,



at our different examinations, which has given a lively interest in the several schools and a wholesome rivalry between different districts. But slight disturbances have occurred during the year, one only requiring any special interposition on our part.

We believe it might result to the advantage of our schools if our State Superintendent should hold one or more teachers' institutes in town, if the treasurer of the town was drawn upon to defray the expense. The circulating of the printed report of the committee, last year, may have had an influence in exciting, in some little degree, an interest in our common schools; not from any extraordinary merit in the report itself, but because it reached a class of persons that a written one does not.

One great obstacle we have to contend with, is the want of sympathy and co-operation between parents and teacher. Many are not willing their children should be made to obey the reasonable regulations of the school, and should one be punished for, perhaps, a flagrant breach of the rules, instead of a calm investigation of the matter, breathe out threatenings against the teacher. Is it strange such scholars are disorderly? Would it not be a matter of surprise if it were otherwise.

Your committee would earnestly urge upon the several districts that have not already outline maps in geography, the great necessity of such being immediately supplied. Their value in a school can scarcely be estimated.

In conclusion, fellow-citizens, we would urge upon you, as lovers of your children, your country and your race, to sustain by every good word and work the great interest of common school education. To our country is committed the solution of the great problem, man's capacity for self government. The problem is fast being solved, and let us consider carefully the means employed for its solution. We are watched with anxious eyes by the minions of the despotisms of the old world. Hundreds and thousands are flocking yearly to our shores. Many of them are rude, ignorant, superstitious, and filled with a deadly hatred to our institutions. By our liberality they are soon admitted to equal privileges with ourselves; and the only way we can maintain the ascendancy is to present a superior intelligence on the part of our citizens—an intelligence obtained through the medium of these "colleges of the people."

CHARLES W. BAILEY, }  
 WILLIAM H. VARNEY, } *S. S. Committee.*  
 FRANKLIN STEVENS, }

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#### WINTHROP.

Our schools will compare favorably with former years. The teachers, as a whole, will rank among the best. I have no reason to speak other than well of all the teachers; some of them have been beginners, but they have taken hold of the work as though they had a capacity for it, and, with experience, would make teachers having no reason to be ashamed.

The deportment of the schools has been commendable. I am especially glad to be able to state that there has been no serious friction in the schools, nothing that has called for any extra visits of the Supervisor.

In all the schools the scholars have made very good proficiency in their studies. The interest that has been manifested by the scholars in their studies, has been above the average. This, of course, is in a very great measure due to the teachers. Unless teachers, as a general thing, have the faculty of awakening an interest in their scholars in their studies, that interest will be more or less wanting. And, I need not say, that without such an interest, very little will be accomplished. And with such an interest,

there cannot fail to be advancement. Such advancement there has been. The examinations at the close of the schools have been such as to elicit my warmest approbation and praise.

There have been two terms of the Free High School, under the charge of Edwin J. Cram, A. B. The first term was eleven weeks, the second term twelve weeks. In the first, or Fall term, there were forty-six scholars; in the second, or Winter term, there were thirty-two scholars. Of the scholars attending the Fall term, twenty were from the village district, and twenty-six from the other districts of the town; every district being represented but one, No. 8. Of the scholars attending the Winter term, a majority of them were from the village district, a thing that might be expected, considering that the Winter terms of schools, in many of the districts, commenced at the same time as the High School. But, notwithstanding this, there were six of the districts, outside of the village, that were represented in the Winter term—No. 1, No. 2, No. 5, No. 6, No. 9 and No. 10.

Of this school I cannot but speak in the highest terms, and most emphatically and warmly commend it to the noble sense, good judgment, and the enlightened and generous patronage of the good people of Winthrop. The Free High School Act is, in my opinion, a step in advance. It is also, in my opinion, a fixed thing; there will be no going back on it. It will stand connected from this time as a grand part of our common school system, opening up for our young men and young women a way to a knowledge of those branches of learning that are so necessary for the enlightened ways and business of life at the present time. No man can be unconscious of the fact that something more is necessary at the present time, to fit one for the business of life, than a knowledge of the branches of learning that are usually studied in our common schools. These we must have, but we want something more with them. The public mind has long felt this need, and it has been looking to see how it could be supplied. At last the way has been discovered. It is in the Free High School act. This school connects our common schools with our colleges, making one continuous grade from the Primary school to the University. The young man young or woman now, who wishes to fit for college, is not under the necessity of going away from home to some Academy to do so. Such being the fact, it seems to me that it is easy to see that our school system is now perfected. Perfected, of course, I mean, as a system, as a theory. There may, and of course will be, improvements made in its practicability, in its *modus operandi*, but in theory it is perfect; that is, there is now no break in it, it is one continuous rise from the foot to the top of the hill of education.

There have been one hundred and thirty of the Free High Schools in the State during the year, giving instruction to nine thousand of our young men and women. Who can estimate the benefit here to the State at large? Can it be measured by dollars and cents? Never. In no other way could the money that these schools have cost the State have been expended, that it would have been so great a benefit to the State as it has been. It is true, many towns have not had a Free High School. Nevertheless they have been benefited, for what benefits me benefits my neighbor also. What is for the common good cannot fail to be for individual good also. But I forbear to press further the claims of this school upon the good judgment of the men of Winthrop. Trusting that it will receive your hearty favor and patronage, I leave it in your hands.

In regard to the High School in our town, I have but one opinion, and that is, it has been a grand success. Of the teacher, Mr. Cram, I would speak in the language of President Chamberlain of Bowdoin College,—“He is an entirely good man, worthy of confidence and favor.” If the voters of Winthrop, generally, could have witnessed the examination at the close of the Winter term of this school, I am pretty sanguine in the belief that they would endorse most heartily the Free High School Act, and would be

settled into the conviction that they should vote for the continuance of the school in this town at the coming annual meeting.

A BRYANT, *Supervisor.*

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#### WOODLAND.

We need the most faithful supervision; secure your best man, and then pay him liberally, so that he can give ample time to the business, cheerfully not grudgingly. Then let us have the best of teachers. If new beginners must be employed, take only those who have unmistakable ambition, and who have a love for the work. The person who "keeps school" simply for the money he gets, is, at best, an unprofitable servant.

In the next place, a larger proportion of our scholars must be found in our schools.— We tax ourselves heavily for the support of schools, to build school-houses, furnish books, &c., and then to have less than half our scholars (average attendance) benefited by the schools, shows a great loss somewhere. This matter is of so much importance that the State has taken it in hand and enacted a law to cover it.

There is also chance for improvement in punctuality. There were registered four hundred and ninety-two instances of tardiness the past year, and two schools not reported, making in all between five hundred and six hundred cases; allowing only ten minutes to each instance, and it would aggregate nearly one hundred hours lost time.— And it is not only a loss to the scholars themselves, but the whole school is disturbed and interrupted by their coming in late. Will not parents take especial pains to have their children in season every time?

Another thing; there has been too much fault-finding and complaint. Remember, kind friends, the teacher's position is one of peculiar trial and responsibility; render them all the aid possible; visit the schools frequently. We were much pleased to see a number of the parents present at the close of the school in District No. 3. Do not allow your children to absent themselves from school for every fancied wrong. Keep them in the schools, even if the schools are not all they should be. Remember that imperfections attend our best efforts in all directions

Our schools are too small. From twelve to seven, and in one instance only four scholars attending a school of eight weeks. It is really too bad! The same money might just as well school twenty-five or thirty, and better too. There are many advantages in good sized classes, which are completely lost with one scholar alone. The objection will be urged that the scholars are too scattering for large schools. But could not many of them find lodgings with their friends or relatives near the schools, and carry victuals enough ready cooked, to last a few days at a time? It is a heavy tax, too, to build so many school-houses in the present circumstances of our back settlers. Larger schools—longer schools, and better schools, we say, if in any way possible; rather than the six and eight weeks' terms of the past year, with such indifferent results.

JOHN EDDY, *Supervisor.*

## TEACHERS' DIRECTORY, 1874.

For the convenience of school officers in obtaining teachers, the following list has been arranged. All teachers whose names here appear, have been in attendance upon the County Institutes during the year; and, therefore, school officers are earnestly advised to employ them, in preference to others of the same qualifications and experience, as being better fitted to do good work.

### ANDROSCOGGIN COUNTY.

NAME.	P. O. Address.	Experience.
Bean, Mary J . . . . .	Auburn . . . . .	90 weeks.
Briggs, Millie M. . . . .	Auburn . . . . .	250 "
Briggs, Mary L. . . . .	Auburn . . . . .	280 "
Beals, John W . . . . .	Greene . . . . .	27 "
Bigelow, Hayden . . . . .	Greene . . . . .	200 "
Burbank, Horace H . . . . .	Leeds Junction . . . . .	34 "
Clark, Ellen . . . . .	Lewiston . . . . .	99 "
Cook, Grace L. . . . .	Lewiston . . . . .	2 "
Crooker, Annie B. . . . .	West Minot . . . . .	190 "
Cushman, Angie D. . . . .	West Leeds . . . . .	
Cushman, Villa A . . . . .	West Leeds . . . . .	60 "
Clason, Oliver B . . . . .	Bates College, Lewiston . . . . .	12 "
Douglass, M . . . . .	Bates College, Lewiston . . . . .	28 "
Davis, Carrie E. . . . .	Minot Corner . . . . .	
Emery, Hattie E. . . . .	Lewiston . . . . .	275 "
French, Ella A. . . . .	North Auburn . . . . .	75 "
French, Vesta F. . . . .	North Auburn . . . . .	28 "
Garcelon, Lizzie S . . . . .	Lewiston . . . . .	2 "
Getchell, Eliza J. . . . .	Lewiston . . . . .	300 "
Gilbert, Cora E. . . . .	East Turner . . . . .	180 "
Ham, William H. . . . .	East Wales . . . . .	105 "
Ham, Eugene E. . . . .	East Wales . . . . .	48 "
Hutchinson, Freedom, A. B . . . . .	Auburn . . . . .	180 "
Haines, Juliette C. . . . .	East Livermore . . . . .	65 "
Hatch, Aldana C. . . . .	Auburn . . . . .	180 "
Hersey, Avilda S. . . . .	North Auburn . . . . .	10 "
Hersey, Rose C . . . . .	North Auburn . . . . .	26 "
Haskell, M. L. . . . .	Turner . . . . .	28 "
Haskell, D. Linda. . . . .	East Livermore . . . . .	224 "
Hathaway, Benjamin T. . . . .	Bates College, Lewiston . . . . .	77 "
Hammond, Melvina J . . . . .	Lewiston . . . . .	11 "
Jackson, Delinda A . . . . .	Lewiston . . . . .	600 "
Jennings, Clara A. . . . .	Leeds Center . . . . .	10 "
Jones, Fannie E . . . . .	Lewiston . . . . .	2 years.
Leach, Florence H. . . . .	Danville Junction . . . . .	40 weeks.
Larrabee, Annie L. . . . .	Lewiston . . . . .	200 "
Laighton, Sarah E . . . . .	Lewiston . . . . .	50 "
Littlefield, Annette . . . . .	Auburn . . . . .	100 "
Lowden, George E . . . . .	Lewiston . . . . .	20 "
Libby, E. S . . . . .	Bates College, Lewiston . . . . .	38 "

Teachers' Directory—*Continued.*

NAME.	P. O. Address.	Experience.
Melcher, Lizzie G. ....	Lewiston .....	300 weeks.
Morrison, Hattie R. ....	Livermore Falls .....	56 "
Mitchell, J. Wesley .....	Lewiston .....	60 "
Munroe, C. A. ....	Lewiston .....	66 "
Merrill, A. ....	Bates College, Lewiston .....	130 "
Morey, A. D. ....	Bates College, Lewiston .....	94 "
Packard, Sylvia A. ....	Lewiston .....	8 years.
Prince, Emma L. ....	Lewiston .....	100 weeks.
Peckham, Fred H. ....	Lewiston .....	4 years.
Rayner, H. E. ....	Auburn .....	600 weeks.
Verrill, Annie M. ....	West Auburn .....	19 "
Woodbury, Horatio .....	Bates College, Lewiston .....	28 "
Yetten, Ida A. ....	Lewiston .....	7 "
Young, Eva M. ....	Locke's Mills .....	18 "

## AROOSTOOK COUNTY.

Adams, Marada F. ....	Linneus .....	340 weeks.
Barnes, Francis. ....	Houlton .....	90 "
Bither, F. L. ....	Linneus .....	50 "
Bray, Edward W. ....	Houlton .....	8 "
Bradbury, Rebecca .....	Bridgewater .....	119 "
De Laite, Ada A. ....	Littleton .....	83 "
Drake, Jennie F. ....	Littleton .....	13 "
Durnin, Susie A. ....	Littleton .....	470 "
Fenlason, Charles W. ....	Presque Isle .....	240 "
Gidney, Alice .....	Houlton .....	40 "
Higgins, Dora L. ....	Littleton .....	40 "
Hannigan, Lyman A. ....	Houlton .....	13 "
Madigan, M. A. ....	Houlton .....	
Merritt, Eunice V. ....	Houlton .....	38 "
McGinley, Mary E. ....	Houlton .....	130 "
Mulherrin, Sarah .....	Houlton .....	8 "
Mansur, A. W. ....	Houlton .....	36 "
Nickerson, Walter A. ....	Hodgdon .....	
Putnam, Frank L. ....	Houlton .....	13 "
Parsons, Ada .....	Bridgewater .....	6 "
Parkhurst, Idella M. ....	Presque Isle .....	90 "
Putnam, Cora .....	Houlton .....	9 "
Putnam, Carrie .....	Houlton .....	63 "
Putnam, Inez M. ....	Houlton .....	120 "
Reed, Levi W. ....	Westfield plantation .....	
Sampson, George W. ....	Caribou .....	96 "
Stetson, Charles E. F. ....	Hodgdon .....	104 "
Stone, Sarah J. ....	Linneus .....	131 "
Tracy, Angie L. ....	North Amity .....	120 "
Whittier, Lauriston, G. ....	Haynesville .....	50 "

## CUMBERLAND COUNTY.

Allen, Lucinda O. ....	Harpwell Center .....	19 weeks.
Atkinson, Emily J. ....	Brunswick .....	13 "
Berry, Emily M. ....	New Gloucester .....	42 "
Barnes, Margaret .....	Cumberland Mills .....	10 "
Babb, Adeline A. ....	Portland .....	240 "
Buxton, Maria J. ....	Cumberland .....	140 "
Billings, Grace .....	Portland .....	
Bucknam, Georgie P. ....	Yarmouth .....	
Bartlett, Frank L. ....	Portland .....	95 "
Chase, J. L. ....	Standish .....	210 "
Cross, Alice B. ....	New Gloucester .....	8 "
Chapman, Clarence E. ....	North Bridgton .....	69 "
Clark, Hattie E. ....	Portland .....	372 "
Crockett, Fannie M. ....	Naples .....	324 "

Teachers' Directory—*Continued.*

NAME.	P. O. Address.	Experience.
Crockett, Vienna A.	Naples	200 weeks.
Cobb, Hattie E.	New Gloucester	15 "
Carter, Mary	Portland	"
Chase, Mellie B.	Cape Elizabeth	70 "
Chase, Lucy	Cape Elizabeth	"
Chase, Albro E.	Portland	8 years.
Chubbuck, S. L.	Westbrook	10 "
Deering, E. H.	Portland	49 weeks.
Douglass, Nancy P.	Sebago	16 "
Duran, Julia C.	Cumberland	90 "
Dole, D. H.	Portland	"
Dike, Willis O.	Sebago	36 "
Dyer, Edwin L.	Pownal	64 "
Elder, Miss J.	Woodford's Corner	150 "
Fales, Mary E.	Portland	14 "
Files, Esta	North Raymond	"
Files, Etta A.	Portland	6 years.
Files, Electra	North Raymond	15 weeks.
Files, Laurretta H.	North Raymond	31 "
Files, Lucy W.	North Raymond	"
Foley, Martha	Portland	58 "
French, Jennie E.	Portland	35 "
Garvin, Isabella	Portland	320 "
Gould, Carrie	Portland	160 "
Guptill, Alice L.	Portland	16 "
Gurney, Florence J.	Yarmouth	33 "
Haines, M. J.	Portland	800 "
Haskell, N. P.	New Gloucester	20 "
Hawkes, D. Winslow	Stevens Plains	400 "
Hayden, Kittie L.	Raymond	22 "
Harris, Alice E.	Cumberland	"
Harper, Mary J.	Portland	"
Hawkes, Sadie B.	Stevens Plains	22 "
Hicks, M. Josephine	North Yarmouth	400 "
Hunt, Francis E.	Portland	400 "
Hutchins, Hattie A.	Ferry Village	90 "
Jacobs, Abbie L.	Portland	"
Jumper, Sadie H.	New Gloucester	20 "
Jordan, Charles W.	Yarmouth	36 "
Jordan, W. H.	New Gloucester	36 "
Kilby, Mary E.	Portland	3 "
Knowles, Ada L.	Portland	8 "
Knight, Joseph W.	Standish	250 "
Leighton, Ellen	West Falmouth	100 "
Leighton, Emily F.	North Yarmouth	137 "
Littlefield, A. K.	Cumberland	24 "
Lord, Abbie C.	Falmouth	"
Lunt, Sarah F.	New Gloucester	192 "
Lyde, Louisa	Freeport	16 "
Lufkin, George C.	North Yarmouth	24 "
Marrett, Mary E.	Standish	23 "
Marrett, Helen M.	Standish	46 "
Merrill, Miss L. P.	Falmouth	60 "
Merrill, H. H.	Falmouth	81 "
Means, Alice M.	Portland	6 "
Moulton, Lydia F.	Portland	40 "
Moulton, D. O.	Falmouth	650 "
Morton, Eliza H.	Allen's Corner	124 "
Murch, Ida E.	White Rock	48 "
Noyes, M. Lilla	Pownal	64 "
Otis, Hattie M.	Brunswick	96 "
Oaksmith, Eva L. B.	Portland	70 "
Pennell, Augustus	Gray	12 "
Patten, D. D.	Portland	440 "

Teachers' Directory—*Continued.*

NAME.	P. O. Address.	Experience.
Pennell, A. H.	Westbrook	75 weeks.
Pendleton, Mrs. A. H.	Portland	
Prince, Annie C.	Yarmouth	51 "
Prince, Lizzie C.	Yarmouth	60 "
Porter, Sarah J.	Portland	
Riggs, Caroline	Portland	250 "
Rand, Elizabeth C.	Portland	15 years.
Robinson, Maria P.	Windham Center	53 weeks.
Sawyer, Annie	Stevens Plains	20 "
Sawyer, Alice G.	Portland	
Sawyer, Alfred S.	Standish	75 "
Skillings, Lizzie A.	Peak's Island	12 "
Skillin, Loulla H.	North Yarmouth	22 "
Skillin, Fannie E.	North Yarmouth	18 "
Slemmons, Ella A.	Stroudwater Village	190 "
Soule, Julia W.	Cumberland	
Soule, Mahala P.	South Freeport	24 "
Stevens, Ellen D.	Portland	216 "
Stevens, Mary B.	New Gloucester	15 "
Stinchfield, Edith M.	Portland	18 "
Sturdevant, Margaret S.	Cumberland	60 "
Sturdevant, Dora G.	Cumberland	100 "
Talbot, Julia S.	South Freeport	24 "
Taylor, George E.	Portland	1230 "
Thompson, Julia M.	Falmouth	120 "
True, Rosa E.	Portland	140 "
Verrill, Emma L.	Portland	22 "
Walsh, Katie A.	Portland	40 "
Webb, Rebecca E.	South Windham	160 "
Webber, Emma	Emery's Mills	120 "
Whittier, A. E.	Yarmouth	50 "
Wilson, Emma J.	Portland	480 "
Worcester, Ellen M.	Portland	240 "
Yates, E. A. P.	Portland	10 "

## FRANKLIN COUNTY.

Bailey, Holmes H.	New Sharon	
Bailey, Marianna	New Sharon	118 weeks.
Blanchard, Louetta	East Wilton	25 "
Brackett, Ella L.	Phillips	150 "
Burr, Priscilla H.	New Sharon	400 "
Collins, Stella B.	Farmington	10 "
Dresser, Ida J.	Farmington	
Ellis, Georgia A.	Farmington	
Eaton, Lizzie N.	Farmington	21 "
French, Annie S.	South Chesterville	9 "
Gorden, Delphina E. P.	Chesterville	80 "
Hardy, Lizzie A.	Wilton	120 "
Kyes, Naomi	North Jay	20 "
McColleston, Nellie H.	Jay Bridge	160 "
Newman, Delia L.	East Wilton	
Norton, George W.	Strong	20 "
Norton, Dora M.	Farmington	86 "
Norcross, Martha E.	Farmington	
Perkins, J. L.	East Wilton	58 "
Parsons, Emma M.	Eustis	30 "
Parsons, Ellen N.	Eustis	80 "
Prescott, Alice A.	New Sharon	
Prescott, Nellie A.	New Sharon	
Smith, C. W.	Farmington	
Titeomb, Arthur	Farmington	22 "
Tuck, Addie L.	Farmington	
Tufts, D. W. C.	New Sharon	

## Teachers' Directory—Continued.

NAME.	P. O. Address.	Experience.
Webber, Adelia J.....	Chesterville.....	
Wilkins, Lizzie E.....	Wilton.....	55 weeks.
Wilkins, Effie A.....	Wilton.....	20 "
Wyman, Martha B.....	New Sharon.....	24 "
Whitney, Myra A.....	Strong.....	3 years.

## HANCOCK COUNTY.

Adams, S. N.....	Castine.....	
Backus, Mrs. Louisa L.....	Ellsworth.....	150 weeks.
Bachelor, Clara D.....	Ellsworth.....	210 "
Bartlett, Agnes M.....	Ellsworth Falls.....	
Bartlett, David.....	East Lamoine.....	12 "
Brophy, Ellen.....	Castine.....	96 "
Buker, George H.....	North Castine.....	37 "
Brackett, S. A.....	Franklin.....	
Brady, Edward E.....	Ellsworth.....	26 "
Bayard, Nellie L.....	Sedgwick.....	100 "
Bickford, Helen A.....	North Brooksville.....	
Bunker, Sarah M.....	Cranberry Isles.....	36 "
Buker, Clara L.....	North Castine.....	
Brown, Rosa M.....	Castine.....	60 "
Cooledge, Carrie B.....	Lamoine.....	41 "
Cousins, Edgar M.....	S. W. Harbor.....	10 "
Carroll, Mary A.....	S. W. Harbor.....	450 "
Curtis, Julia E.....	East Bluehill.....	125 "
Call, Cora L.....	Ellsworth.....	35 "
Clark, Maggie.....	Ellsworth.....	30 "
Card, Frances W.....	Franklin.....	300 "
Crippen, Katie M.....	Trenton.....	200 "
Curtis, Cora E.....	South Surry.....	80 "
Davis, Fannie E.....	Ellsworth.....	20 "
Davis, Jennie.....	Ellsworth.....	12 "
Davis, Sylvia.....	Ellsworth.....	8 "
DeLaitre, Charles P.....	Ellsworth.....	27 "
Dow, Zelynda J.....	Seal Cove.....	50 "
Dodge, Elva C.....	North Brooklin.....	8 "
Emerson, Sarah D.....	North Castine.....	
Frazier, Roselma.....	Ellsworth.....	12 "
Foster, Sarah C.....	Ellsworth.....	35 "
Foster, Ida M.....	Amherst.....	40 "
Foster, Fred W.....	Ellsworth.....	148 "
Greene, Winfield S.....	Surry.....	103 "
Gardner, Rufus P.....	Castine.....	
Hughes, Mary E.....	Castine.....	300 "
Hopkins, Helen L.....	Ellsworth.....	107 "
Huckins, Addie H.....	East Lamoine.....	17 "
Haggerty, Ida E.....	Surry.....	6 "
Hinekley, Susan F.....	Ellsworth.....	180 "
Huckins, Sarah E.....	East Lamoine.....	19 "
Hodgkins, Frank L.....	Lamoine.....	12 "
Hodgkins, Carrie A.....	East Lamoine.....	
Holbrook, Lorenzo L.....	West Ellsworth.....	115 "
Hodgkins, Celia P.....	Lamoine.....	36 "
Higgins, J. L.....	Ellsworth.....	39 "
Hodgkins, Lizzie F.....	Hancock.....	
Joy, Abbie E.....	Ellsworth.....	140 "
Joy, Sarah M.....	Ellsworth.....	7 years.
Jarvis, Nellie B.....	Surry.....	
Jarvis, Charles.....	Surry.....	50 weeks.
Joyce, Clara.....	Castine.....	
Joy, Lizzie E.....	Ellsworth.....	
Joy, Carrie L.....	Ellsworth.....	26 "
King, Arno W.....	East Lamoine.....	20 "



## Teachers' Directory—Continued.

NAME.	P. O. Address.	Experience
King, Nathan C	East Lamoine	14 weeks.
Kinsley, Ida	Ellsworth	9 "
Lufkin, Eliza C.	Castine	250 "
Lord, Carrie E.	Ellsworth	10 "
Lufkin, Eva J.	Castine	7 "
Moore, Mary F.	Hancock	42 "
Moore, James L.	Ellsworth	30 "
Mitchell, Helen E.	Ellsworth	50 "
Macomber, Phebe	Ellsworth	
McFarland, Hattie	Ellsworth	
McDonald, Carrie B.	Ellsworth	
Nowland, Mary	Castine	68 "
Orcutt, Mary O.	Franklin	100 "
Pierce, Hester M.	Ellsworth	15 "
Perkins, Charles E.	East Lamoine	60 "
Phelps, L. L.	Ellsworth	80 "
Prescott, Sadie	Bar Harbor	15 "
Perkins, Manning E.	West Brooksville.	8 "
Reynolds, C. A.	Lamoine	175 "
Royal, John F.	Ellsworth	300 "
Redman, Fannie B.	Ellsworth	
Reynolds, Ellis M.	Lamoine	37 "
Silsby, Laura R.	Amherst	70 "
Smith, Annie M.	Ellsworth	40 "
Stratton, Eva B.	Hancock	10 "
Swett, I Clarence	Surry	23 "
Thomas, Annie M.	Ellsworth	90 "
True, Lizzie	Ellsworth	10 years.
Trewoagy, Carrie J.	Surry	
Tripp, Oscar H.	Surry	
Whitaker, Cora E.	Lamoine	19 weeks.
Whitecomb, Mary L.	Ellsworth	
Walker, Annette S.	North Brooksville	62 "
Walker, Abbie S.	Brooksville	85 "
Watts, Aphia	Ellsworth	17 "
Whitaker, A. P.	Lamoine	125 "
Wiggin, Julia E.	Bucksport.	7 "
Webster, Mary E	Castine	128 "

## KENNEBEC COUNTY.

Allen, Henry S.	South Vassalboro'	16 weeks.
Avery, Lizzie S.	Augusta	8 "
Bowman, Ella	Benton	20 "
Brann, Angelia	Gardiner	165 "
Burns, T. S.	Hallowell	120 "
Blake, Addie L.	Augusta	4 years.
Bowie, A. G.	Gardiner	85 weeks.
Colburn, Joseph	Windsor	128 "
Cox, Abby J.	Gardiner	200 "
Clark, Martha J. J.	Sidney	520 "
Cannon, Lizzie F.	West Farmingdale	30 "
Clement, L. H.	Rome	
Collins, Nellie	West Farmingdale	16 "
Dodge, Arabella	Weeks' Mills	
Deering, Hattie A.	Augusta	56 "
Farnham, Edwin F.	Augusta	
Fox, Marianna	Pittston	
Flitner, H. J.	Pittston	
Fuller, Helen W.	Augusta	10 years.
Goff, Anna H.	Sidney	30 weeks.
Goodwin, Anna A.	Augusta	
Gray, Jennie F.	Weeks' Mills	36 "
Gilmore, Ella F.	Center Sidney	56 "

## Teachers' Directory—Continued.

NAME	P. O. Address.	Experience.
Hunton, Nancie E.	Readfield	4 years.
Hanson, E. B.	Weeks' Mills	40 weeks.
Heath, F. A. A.	Hallowell	340 "
Henderson, Josiah	East Winthrop	
Hoxie, Mary A.	West Sidney	56 "
Ham, James N.	Augusta	190 "
Hitchings, E. F.	Waterville	20 "
Jones, Franklin E.	South China	34 "
Kelley, W. H., A. B.	Waterville	22 "
Lewis, Weston	Gardiner	125 "
Longley, Mary E.	West Waterville	27 "
Landers, Sadie A.	Augusta	31 "
Longley, Martha W.	West Waterville	8 "
Milliken, Miss E. S.	Augusta	12 "
McGaffey, Emma C.	Mt. Vernon	120 "
Milliken, Emily W.	Augusta	108 "
Marson, Amanda H.	Pittston	
Moody, George J.	South Windsor	
Norton, Miranda P.	Augusta	
Nichols, Benjamin C.	North Vassalboro'	350 "
Nichols, Mrs. B. C.	North Vassalboro'	100 "
Parker, Zeri S.	Hallowell	120 "
Parlin, A. C.	East Winthrop	90 "
Page, Emma J.	Winthrop	
Robbins, Fred E. C.	Winthrop	100 "
Sears, Nellie W.	Winthrop	13 years.
Stevens, E. C.	West Farmingdale	120 weeks.
Sandford, Lilla M.	Hallowell	21 "
Stevens, Julia A.	North Sidney	90 "
Scribner, Nettie E.	Mt. Vernon	40 "
Small, Emma S.	West Waterville	10 "
Totman, Lenia M.	Center Sidney	
Taylor, N. W.	West Waterville	430 "
Williams, Emily F.	Readfield	144 "
Warren, Lucy A.	Sidney	160 "
Wheeler, Helen A.	Manchester	31 "
Wheeler, Annie R.	Augusta	10 years.
Woodbury, Emma F.	Augusta	263 weeks.
Waldron, Mrs. A. F.	Augusta	10 years.
Warren, A. F.	South Vassalboro'	70 weeks.
Weeks, Georgia	Augusta	13 "
Whittier, Eva I.	North Vienna	22 "
Yeaton, Samuel C. W.	Hallowell	70 "

## KNOX COUNTY.

Aldrich, Hattie E.	Thomaston	33 weeks.
Andrews, George	West Camden	
Bickford, F. S.	Warren	36 "
Brewster, Sarah M.	Rockland	36 "
Bassick, Eva S.	South Thomaston	
Boggs, Fannie	North Warren	132 "
Crockett, Callie R.	Rockland	140 "
Carroll, Emma	West Camden	144 "
Cochrane, Abby M.	Rockland	594 "
Eaton, Laura E.	Warren	140 "
Fuller, A. A.	North Appleton	19 "
Fletcher, W. O.	Warren	14 years.
Fuller, Fannie	Warren	9 weeks.
Graves, Annie C.	St. George	50 "
Gashee, G. W.	Appleton	22 "
Neal, Dora	Rockland	84 "
Hills, Julia L.	Rockland	360 "
Hewett, Helen R.	Rockland	210 "

## Teachers' Directory—Continued.

NAME.	P. O. Address.	Experience.
Hewett, Clara .....	Rockland .....	76 weeks.
Hopkins, Nancy M. ....	North Appleton.....	250 "
Haskell, Mary E. ....	South Thomaston.....	14 "
Hosmer, Elizabeth M. ....	Camden.....	350 "
Ingraham, E. G. S. ....	West Camden.....	300 "
Ingraham, E. S. ....	Rockland.....	65 "
Ingraham, Nancy J. ....	Rockport.....	42 "
Ludwig, Rebecca C. ....	Rockland.....	58 "
Lenfest, Elvira T. ....	Appleton.....	195 "
Lamb, Emma E. ....	Camden.....	160 "
McLain, T. H. ....	Rockland.....	600 "
McDowell, Abbie L. ....	Washington.....	170 "
Morton, Myra M. ....	Friendship.....	395 "
Mansur, Miss S. A. ....	Rockland.....	340 "
Mullen, Etta F. ....	Camden.....	104 "
Marks, Florence A. ....	Rockland.....	76 "
Packard, Carrie. ....	Rockland.....	132 "
Payson, Endora M. ....	North Warren.....	86 "
Paine, Isabel M. ....	Rockland.....	500 "
Rivers, A. R. ....	Cushing.....	69 "
Ross, Miss L. E. ....	Rockland.....	428 "
Rhoades, Laura J. ....	Rockland.....	308 "
Starrett, Susan C. ....	Warren.....	90 "
Shepherd, Ida E. ....	Rockland.....	33 "
Tyler, Mary C. ....	Rockland.....	210 "
Thomas, John G. ....	Camden.....	132 "
Veazie, Adella F. ....	Rockland.....	80 "
Williams, A. E. ....	Union.....	15 "
Woodbridge, A. A. ....	Rockland.....	52 years.
Wiley, Alice .....	Thomaston.....	112 weeks.

## LINCOLN COUNTY.

Adams, Annie.....	North Boothbay.....	297 weeks.
Ames, Frances W. ....	Wiscasset.....	20 "
Bond, W. J. ....	East Jefferson.....	19 "
Blenn, E. B. ....	Dresden Mills.....	50 "
Brookings, Lizzie P. ....	East Woolwich.....	" "
Beedle, M. Ellen.....	West Dresden.....	160 "
Brookings, Hattie K. ....	Wiscasset.....	10 "
Brookings, Sarah R. ....	Wiscasset.....	38 "
Bailey, Jennie N. ....	Wiscasset.....	8 "
Bailey, Mattie.....	Woolwich.....	190 "
Chase, Kate A. ....	North Edgecomb.....	10 "
Clifford, Annie S. ....	North Edgecomb.....	75 "
Corliss, Miss A. D. ....	Woolwich.....	55 "
Corliss, Lewis H. ....	Woolwich.....	" "
Dodge, Julia N. ....	Newcastle.....	12 "
Dodge, Zoa A. ....	North Edgecomb.....	110 "
Davis, Isabelle.....	North Edgecomb.....	" "
Giles, Benjamin M. ....	North Boothbay.....	9 "
Holton, John E. ....	North Boothbay.....	" "
Haggett, May E. ....	North Edgecomb.....	20 "
Hinds, Mary E. ....	Round Pond.....	200 "
Hoffses, Isabel.....	South Waldoboro'.....	650 "
Hilton, Mary E. ....	Alna.....	38 "
Hodgdon, W. S. ....	Westport.....	24 "
Jones, N. J. ....	Bristol.....	60 "
Jenkins, Louisa.....	Woolwich.....	360 "
Jones, J. P. ....	East Jefferson.....	20 "
Jackson, Alton A. ....	East Jefferson.....	28 "
Knight, Emma F. ....	Wiscasset.....	102 "
King, Hattie L. ....	North Whitefield.....	8 years.
Leighton, Ella A. ....	Sheepscoot Bridge.....	120 weeks.

Teachers' Directory—*Continued.*

NAME.	P. O. Address.	Experience.
McLean, Lydia M.	Wiscasset	196 weeks.
Marston, John P.	Wiscasset	130 "
Morton, Deborah N.	Bristol	120 "
McNear, Josie	Wiscasset	53 "
Plummer, Belle	Alna	10 "
Sherman, Nellie F.	North Edgcomb.	24 "
Soule, Miss Fred.	Woolwich	50 "
Tibbetts, Ellen F.	North Boothbay	160 "
Twycross, S Lillie	West Dresden	140 "
Turner, Clara E.	Waldoboro'	200 "
Tarbox, Annie R.	Westport	26 "
White, R. Emma.	Dresden	25 "
Williams, Olivia	Alna	250 "
White, T. G.	Dresden	575 "
Woods, Hannah T.	Wiscasset	226 "
Wright, Sophia G.	Woolwich	

## OXFORD COUNTY.

Andrews, Mary C.	Fryeburg	5 weeks.
Berry, Eugene M.	Sumner	20 "
Bennett, Myra	North Fryeburg	39 "
Bennett, Lorette C.	Canton Point	90 "
Chandler, Elizabeth	Fryeburg Center	390 "
Charles, H Ella	Lövell	16 "
Chase, Annie E.	Fryeburg	30 "
Colby, Katie	Fryeburg	16 "
Chapman, C. K.	Center Lovell	100 "
Cobb, Joseph J.	Center Lovell	38 "
Day, Mary F.	North Fryeburg	22 "
Emerson, Lottie P.	Fryeburg Center	50 "
Eastman, May	Fryeburg	26 "
Ellis, Lizzie R.	Buckfield	83 "
Frink, Miss L A.	Brownfield	56 "
Frye, Georgia R.	North Fryeburg	108 "
Giles, Clara J.	Brownfield	150 "
Greene, J. Arthur	North Waterford	32 "
Holden, George R.	Sweden	112 "
Howe, Frank E.	Fryeburg	9 "
Holt, Frances L.	Fryeburg	16 "
Haley, Etta	Stowe	110 "
Heath, Emma O.	Sumner	70 "
Holt, J. D.	Oxford	150 "
Lord, Mary E.	Fryeburg	
McKeen, B. Walker	West Fryeburg	56 "
McKeen, A. W.	North Fryeburg	42 "
McMillan, Caroline E.	Fryeburg	50 "
Mansfield, Marie B.	East Brownfield	
McNeal, Ira	Fryeburg	24 "
Pottle, Miss F. S.	Center Lovell	130 "
Peavey, Ella M.	Brownfield Center	22 "
Pike, Hattie	Fryeburg	
Perkins, Frank A.	North Woodstock	
Smart, G. I.	North Fryeburg	32 "
Stearns, Seward S.	Center Lovell	7 "
Stetson, J. Walter	East Sumner	158 "
Walker, Adelia S.	Fryeburg	100 "
Walker, Dora E.	Lövell	120 "

## Teachers' Directory—Continued.

## PENOBSCOT COUNTY.

NAME.	P. O. Address.	Experience.
Averill, Mrs. E. L.	Lincoln	300 weeks.
Brown, John M.	Orono	8 "
Chandler, Calista E.	Garland	
Cowan, Florence H.	Orono	35 "
Chick, Cynthia F.	Dixmont	100 "
Colburn, Addie A.	Orono	35 "
Colburn, Annie E.	Orono	80 "
Cressy, Seba W.	Corinth	5 "
Clements, Charles C.	Kenduskeag	40 "
Clements, H. E.	Levant	14 "
Curtis, O. B.	East Cornish	62 "
Clark, Sumner H.	Corinth	
Durgin, Mary C.	Orono	93 "
Dudley, Harris C.	Bangor	
Decker, Addie M.	Upper Stillwater	130 "
Evans, Dora E.	Corinth	8 "
Fogg, Lydia M.	East Dixmont	23 "
Freeze, A. J., Jr.	Lagrange	
Fifield, Ellen E.	Hampden Corner	432 "
Fifield, Annie D.	Hampden Corner	408 "
Ferguson, W. R.	North Dixmont	9 "
Friend, Fannie A.	Etna	40 "
Farnham, A. E.	West Hampden	
Ferguson, Addie H.	East Dixmont	70 "
Friend, Melissa A.	Etna	95 "
Gee, Annie M.	Orono	13 "
Gulliver, Belle	Orono	108 "
Gibbs, John P.	East Bangor	52 "
Hamilton, Emma A.	Orono	58 "
Hasey, Charles E.	East Bangor	15 "
Haines, W. T.	West Corinth	36 "
Holyoke, Florence Y.	Brewer	21 "
Harvey, Austin I.	Carmel	22 "
Huntress, Hannah M.	Lincoln	350 "
Hayden, Wilson W.	Corinna	10 "
Ireland, Charles F.	North Newport	12 "
Johnson, Carrie C.	Orono	
Josslyn, Emma	Newport	20 "
Loud, O. B.	Plymouth	13 "
Libby, Ellen	Orono	200 "
Lord, L. Ettie	Orono	13 "
Lewis, A. A.	Orono	13 "
Loring, D. F.	Bangor	889 "
Morrill, Edwin A.	Bangor	25 "
Morse, Marie	Corinna	100 "
McPeters, Octavia	Orono	54 "
North, Gershom F.	Kenduskeag	15 "
Otis, Frank P.	West Garland	39 "
Powers, M. Addie	Orono	46 "
Palmer, Fred S.	Bangor	
Powell, Stephen H.	Orono	456 "
Peaslee, May E.	Orono	210 "
Plummer, Ellen A.	Upper Stillwater	65 "
Ring, Lizzie B.	Orono	13 "
Ring, M. Ella	Orono	135 "
Rideout, S. B.	Garland	30 "
Rich, Cora E.	Dixmont	16 "
Reed, William B.	East Dixmont	143 "
Stockbridge, Mary A.	Bangor	30 "
Smith, George H.	Hampden Corner	22 "
Smart, M. C.	Maxfield	8 "
Toothaker, S. P.	Simpson's Corner	35 "

## Teachers' Directory—Continued.

NAME.	P. O. Address.	Experience.
Wheelden, Isabella.....	Brewer.....	10 weeks.
Wheeler, L. H.....	Corinth.....	12 "
Winchester, Charles.....	Corinna.....	38 "
Wiggin, Nellie J.....	Levant.....	
Walker, Jennie W.....	Newport.....	38 "
Young, A. W.....	Corinna.....	

## PISCATAQUIS COUNTY.

Averill, Alice M.....	Dover.....	
Averill, Mary E.....	Dover.....	120 weeks.
Blethen, Florence G.....	Dover.....	60 "
Baton, Addie M.....	Brownville.....	209 "
Buck, Sarah A.....	Foxcroft.....	425 "
Briggs, E. M.....	Parkman.....	30 "
Campbell, Axccl M.....	Sangerville.....	26 "
Clark, Eugene H.....	Sangerville.....	24 "
Dow, Lucella E.....	East Dover.....	47 "
Dow, Sarah B.....	East Dover.....	175 "
Downs, C. H.....	Sebec.....	12 "
Dexter, Lizzie E.....	Dover.....	10 "
Dinsmore, D. E.....	Dover.....	60 "
Delano, Sarah.....	Abbot.....	500 "
Everett, Fannie.....	Dover.....	31 "
Foss, Mabel.....	Abbot Village.....	18 "
Ford, Louis C.....	Atkinson.....	64 "
Gerry, Ella E.....	Dover.....	10 "
Gray, Lovina E.....	Sangerville.....	63 "
Greeley, Laura.....	South Atkinson.....	28 "
Harvey, Foster.....	Parkman.....	10 "
Hart, Frank A.....	Monson.....	16 "
Hall, Ida E.....	East Dover.....	19 "
Hazettine, Etta.....	Foxcroft.....	8 "
Hall, N. Alfreda.....	East Dover.....	
Ireland, C. S.....	South Dover.....	
Jennison, Addie M.....	Foxcroft.....	9 "
Jackson, Mrs. Katie L.....	Foxcroft.....	96 "
Lambert, Cora R.....	South Dover.....	28 "
Lord, Elvira A.....	Abbot Village.....	44 "
Lebroke, Eva A.....	Foxcroft.....	80 "
Loud, Louisa Y.....	Dover.....	46 "
Loring, Mary L.....	Guilford.....	8 "
Maguire, Sarah J.....	Milo.....	108 "
Ober, Mattie.....	Foxcroft.....	75 "
Pratt, W. A.....	East Dover.....	
Rand, Eunice F.....	Dover.....	29 "
Ramsdell, Louise H.....	Atkinson.....	80 "
Ramsdell, Mary E.....	Atkinson.....	160 "
Ramsdell, Emily I.....	Atkinson.....	30 "
Rand, Alice.....	Dover.....	
Snow, Alice.....	Atkinson.....	80 "
Twombly, Lettie M.....	South Dover.....	98 "
Wade, Annie H.....	Sangerville.....	27 "

## SAGADAHOC COUNTY.

Potter, Sadie L.....	Arrowsic.....	
Purrrington, Clara.....	West Bowdoin.....	70 weeks.
Spinney, Kate W.....	Georgetown.....	220 "
Stickney, George H.....	Bath.....	40 "
Trott, C. D.....	Arrowsic.....	82 "

## Teachers' Directory—Continued.

## SOMERSET COUNTY.

NAME.	P. O. Address.	Experience.
Bennett, Emilie I.	Pittsfield	60 weeks.
Bagley, F. D.	Pittsfield	58 "
Blanchard, Mary E.	Madison Center	130 "
Ball, Eleanor F.	North New Portland	22 "w
Bartlett, Annie F.	North New Portland	9 "
Boothbay, L. S.	Solon	12 "
Blunt, Carrie	Bingham	22 "
Cassidy, Aurie A.	Bingham	58 "
Corson, Lilla F.	Athens	19 "
Cooke, Lena A.	Solon	31 "
Curtis, Vena H.	Solon	56 "
Churchill, Lorene	North New Portland	250 "
Drew, Jennie E.	Solon	9 "
Fletcher, Sophronia G.	Solon	190 "
Fairfield, Carrie I.	West Pittsfield	8 "
Farnham, Lila C.	Palmyra	24 "
Goodale, Lizzie E.	Canaan	129 "
Goodrich, S. T.	Bingham	33 "
Goodrich, Mae A.	Bingham	200 "
Graves, Addie M.	Bingham	129 "
Greenwood, Isa.	Moscow	100 "
Hunnewell, Martha E.	Solon	200 "
Hunnewell, Belle E.	Solon	32 "
Hathorn, Eleanor J.	Solon	40 "
Hathorn, Emily S.	Solon	120 "
Johnson, May L.	Pittsfield	18 "
Jaques, Helen A.	Pittsfield	9 "
Johonnett, Viola L.	Pittsfield	96 "
Johonnett, R. F.	Pittsfield	12 "
Johnson, Frances E.	Hartland	28 "
Kinsmore, Etta J.	Athens	68 "
Kimball, Nellie M.	North New Portland	120 "
Lord, Augusta, M.	Detroit	120 "
Lucas, S. Emma	St. Albans	25 "
Loring, Martha W.	Norridgewock	250 "
Merrill, Lizzie E.	St. Albans	110 "
Marble, Clara E.	Somerset Mills	36 "
Maxwell, Mary E.	Pittsfield	
Marr, E. C.	Canaan	
Millett, T. F.	Pittsfield	300 "
McIntire, Agnes	Solon	100 "
Moore, Nellie M.	Solon	37 "
McIntire, Byron	Solon	
Mitchell, Mrs. Addie S.	Pittsfield	20 "
Merry, E. E.	Starks	
Niel, Ella M.	Athens	6 "
Norton, Charles C.	North New Portland	45 "
Norton, Lizzie P.	North New Portland	570 "
Osborn, Hannah E.	St. Albans	
Parkhurst, Mary E.	Skowhegan	98 "
Powers, Araminta S.	West Pittsfield	
Prince, I. Louise	Detroit	16 "
Powers, Viette	West Pittsfield	
Piper, Albert A.	Smithfield	12 "
Perkins, L. Emma	Pittsfield	70 "
Parks, Mae F.	Pittsfield	120 "
Pillsbury, Annie K.	Palmyra	121 "
Paul, Willard A.	South Solon	25 "
Purrrington, M. Ellen	North Anson	100 "
Pike, Rhoda	Pittsfield	103 "
Patterson, Sarah	Solon	40 "
Pratt, H. Ettie	Fairfield	150 "

## Teachers' Directory—Continued.

NAME.	P. O. Address.	Experience.
Pinkham, Frank	South Anson	
Rand, Frank P.	Hartland	
Robinson, Laforest	Palmyra	10 weeks.
Rowell, Ella F.	South Solon	53 "
Small, Lizzie A.	Pittsfield	10 "
Sawyer, Henry F.	Smithfield	12 "
Stinson, Eva A.	West Pittsfield	8 "
Spaulding, Ada E.	Palmyra	7 "
Suckling, J. F.	Bingham	55 "
Savage, Lizzie H.	North Cornville	18 "
Smith, Alonzo	West Cornville	190 "
Sewall, M. W.	St. Albans	
Thompson, Ella M.	North Anson	77 "
Vickery, Linda C.	Pittsfield	97 "
Witham, Addie	West Pittsfield	15 "
Whitten, Happy	Pittsfield	
Walker, Flora	North Anson	7 "
Wilson, Elsada F.	Solon	30 "
Walker, Emma	Solon	30 "
Woods, Eva R.	Pittsfield	17 "
Walker, Clara M.	North Anson	27 "
Weston, Carrie M.	Skowhegan	12 "

## WALDO COUNTY.

Boardman, Linda E.	Islesboro'	
Brown, Fred W.	Belfast	11 weeks.
Bullen, H. S.	Swanville	
Bickford, Mary A.	Belfast	264 "
Buzzell, Charles H.	Monroe	200 "
Bragg, Nellie	Lincolnton	40 "
Billings, D. W.	Swanville	160 "
Baxter, Julia A.	Burnham	10 "
Crooker, Lizzie E.	Stockton	10 "
Curtis, W. C.	Frankfort	63 "
Coombs, Minnie	Islesboro'	
Cleaves, Fannie	Stockton	60 "
Dodge, Mark T.	Burnham	15 "
Dodge, Ella D.	Burnham	68 "
Dodge, Myra L.	Burnham	6 "
Davis, Mamie E.	North Monroe	30 "
Dowe, Lizzie M.	Brooks	140 "
Eaton, Mary A.	Searsport	63 "
Eames, J. H.	Searsport	600 "
Eaton, Eliza J.	Prospect Ferry	26 "
Emery, Cynthia	Burnham	57 "
Ford, Nellie F.	Swanville	9 "
Frohook, H. E.	Belfast	
Files, Jennie L.	Unity	
Greeley, Henry E.	Swanville	
Greeley, S. D.	Swanville	
Greene, Florence A.	West Troy	40 "
Grant, Abbie M.	Sandy Point	26 "
Gilmore, Melvin	East Belfast	48 "
Hatch, Walter G.	Waldo	
Hussey, Omar H.	Brooks	50 "
Hatch, Willis S.	Belfast	
Jewett, Larkin L.	North Searsment	
Jewett, A. N.	North Searsment	100 "
Johnson, Abbie M.	Burnham	110 "
Kane, Alice G.	Swanville	78 "
Kendall, Mary R.	Searsport	600 "
Kneeland, J. H.	Searsport	98 "
Lewis, Ella F.	Swanville	8 "



## Teachers' Directory—Continued.

NAME.	P. O. Address.	Experience.
Larrabee, Etta.....	Swanville.....	
Libby, Angie E.....	West Troy.....	80 weeks.
Marden, Evelyn.....	Stockton.....	
Murray, Oramel.....	Montville.....	220 "
Moore, I. R.....	Swanville.....	210 "
Maddocks, Allen L.....	Searsmont.....	12 "
Mason, Charles E.....	Monroe.....	25 "
Nickels, John.....	North Searsport.....	84 "
Nickerson, Frank L.....	Swanville.....	
Nickerson, A. E.....	Swanville.....	180 "
Nickerson, Ida M.....	Swanville.....	20 "
Nickerson, Hattie.....	Swanville.....	40 "
Osgood, W. H.....	Burnham.....	10 "
Plummer, Amos W.....	West Winterport.....	86 "
Plummer, Louise L.....	West Winterport.....	15 "
Piper, Etta E.....	Belfast.....	
Roberts, Sara F.....	Brooks.....	120 "
Ridley, Carrie A.....	Searsport.....	30 "
Rich, J. Frank.....	Belfast.....	6 "
Smith, Ruth M.....	Winterport.....	370 "
Simmons, Lillie.....	Stockton.....	46 "
Small, W. C.....	Stockton.....	
Staples, Florence M.....	Sandy Point.....	31 "
Towle, J. Fred.....	Searsport.....	75 "
Towle, Benjamin C.....	Searsport.....	18 "
Towle, E. B.....	Thorndike.....	30 "
Toothaker, D. C.....	Belfast.....	350 "
Veazie, Delia.....	Islesboro'.....	10 "
Warren, Laura E.....	Searsport.....	
Wiggin, Juliette A.....	Belfast.....	252 "
Warren, Theresa J.....	North Searsport.....	152 "
Worthing, Julia F.....	Pulermo.....	35 "
Williams, Zilpha J.....	Islesboro'.....	112 "
Weymouth, Mary E.....	Burnham.....	27 "
Weymouth, A. W.....	Burnham.....	25 "

## WASHINGTON COUNTY.

Anderson, Mary R.....	Milltown.....	720 weeks.
Bibber, Grace W.....	Eastport.....	160 "
Baker, Azor.....	Eastport.....	1500 "
Bell, Zebia C.....	Whiting.....	170 "
Byrne, Annie G.....	Robbinston.....	60 "
Byrne, Mary E.....	Machias.....	12 "
Cullin, Alueda.....	Robbinston.....	168 "
Coffin, Abbie R.....	Eastport.....	120 "
Clark, Ocheanna A.....	West Pembroke.....	8 "
Clark, Lenora S.....	West Pembroke.....	10 "
Coggins, Lea E.....	North Lubec.....	43 "
Collins, Harriet E.....	Calais.....	750 "
Curtis, Maria S.....	Dennysville.....	14 "
Crabtree, Minnie F.....	Topsfield.....	30 "
Dyer, Addie.....	Eastport.....	4 years.
Farnsworth, Carrie S.....	Indian River.....	12 weeks.
Fowler, Clara A.....	Milltown.....	11 "
Gilman, Caleb.....	Meddybemps.....	100 "
Gardner, Benjamin A.....	Eastport.....	30 years.
Gardner, Laura J.....	Charlotte.....	275 weeks.
Gardner, Amy B.....	Charlotte.....	60 "
Gardner, Fred A.....	Charlotte.....	17 "
Gillpatrick, S. T.....	Machias.....	500 "
Guptill, Fannie S.....	Cherryfield.....	145 "
Hawkes, J. M.....	Pembroke.....	7 years.
Hill, Ellen A.....	Calais.....	183 weeks.

## Teachers' Directory—Continued

NAME.	P. O. Address.	Experience.
Hanson, Louisa	Milltown	11 weeks.
Haney, Amanda H.	Eastport	6 years.
Hunter, Margaret C.	Cherryfield	240 weeks.
Hadley, Eliza H.	Machias	129 "
Jones, Myra C.	Dennysville	16 "
Jones, Hannah S.	Dennysville	11 "
Kelley, A. H., A. M.	Eastport	80 "
Kenney, E. S.	Eastport	20 years.
Leighton, Mrs. S. O.	Perry	150 weeks.
Leighton, Lizzie E.	Eastport	80 "
Livermore, Edward E.	Eastport	44 "
Lurchin, Eva C.	Pembroke	10 "
Laughton, Maggie J.	Pembroke	30 "
Little, Fannie	Edmunds	150 "
Leighton, M. Lizzie	West Pembroke	110 "
Libby, Alfaretta	Milltown	
Mooney, D. T.	Lubec	90 "
Monahan, Rose	Cherryfield	19 "
Pattangall, Lucy H.	Perry	6 "
Pattangall, Fannie L.	Perry	
Pettingill, Charlotte L.	Eastport	5 years.
Pattangall, Mrs. Frances M.	Pembroke	500 weeks.
Pettingill, Fannie E.	Pembroke	10 "
Peabody, Charles	Calais	108 "
Peabody, Elizabeth	Calais	24 "
Porter, H. F.	Pembroke	150 "
Putnam, Myra	Harrington	60 "
Rogers, E. E.	Pembroke	36 "
Rogers, P. H.	Pembroke	150 "
Ray, Abbie L.	Cherryfield	10 "
Reynolds, Ida M.	Pembroke	79 "
Redding, Mary	Milltown	80 "
St. Clair, Ashley	Milltown	160 "
Simpson, C. E.	Machias	240 "
Sprague, Flora E.	Pembroke	24 "
Stevens, Herbert E.	East Machias	
Stevens, Nellie M.	East Machias	288 "
Thompson, Gertie B.	Eastport	108 "
Thurlough, Alice P.	Cutler	22 "
Tyler, Emma	Calais	200 "
Woodworth, Ida	Calais	21 "
Wilbur, Maud B.	West Pembroke	30 "
Wilder, Clara L.	West Pembroke	15 years.
Wilder, Mrs. Kate C.	West Pembroke	480 weeks.
Ward, C. M.	Harrington	51 "

## YORK COUNTY.

Adams, Lizzie E.	Kittery Depot	30 weeks.
Andrews, Mary	Saco	
Buzzell, Mattie L.	Goodwin's Mills	44 "
Butler, Ella S.	Wells Depot	60 "
Cram, Edwin J.	Parsonsfield	100 "
Clark, Addie M.	Wells Village	9 "
Chadwick, Miss L. M.	Saco	220 "
Emmons, Lizzie A.	Kennebunk	8 "
Foote, Margaret P.	South Berwick	600 "
Fairfield, Emma A. D.	Kennebunk	
Guptill Clarilda A.	North Berwick	
Gowen, Sophia J.	Saco	200 "
Gray, Viola M.	South Berwick	170 "
Hatch, Frances P.	South Berwick	200 "
Hill, Joseph H.	Kennebunk	266 "
Junkins, Annie L.	Kittery Depot	80 "

Teachers' Directory—*Concluded.*

NAME.	P. O. Address.	Experience.
Jordan, Luella F.....	Kennebunk.....	94 weeks.
Jellison, Mary C.....	South Berwick.....	150 "
Kennard, Clara B.....	Eliot.....	150 "
Low, Frank.....	Springvale.....	
Littlefield, Olive S.....	Wells Branch.....	57 "
Littlefield, Sarah A.....	Kennebunk.....	
Lowe, Edward F.....	York.....	52 "
Libby, Clara A.....	Wells.....	108 "
Milliken, William H.....	Saco.....	16 "
Mildram, A. Olivia.....	Wells Branch.....	175 "
Mildram, S. Jennie.....	Wells Branch.....	60 "
Melcher, B. Bedford.....	Saco.....	100 "
Page, Simeon C.....	Springvale.....	141 "
Pierce, David R.....	Kennebunk.....	190 "
Paul, Ada A.....	Kittery Depot.....	16 "
Prescott, William W.....	North Berwick.....	10 "
Peabody, Annie M.....	Kennebunkport.....	96 "
Pike, M. Annie.....	Cornish.....	11 years.
Richards, Hannah A.....	Kennebunk.....	90 weeks.
Rogers, Dora.....	Kittery.....	33 "
Raynes, Mary E.....	South Berwick.....	600 "
Roberts, Addie M.....	Kennebunkport.....	54 "
Smith, Magness.....	Kennebunk Depot.....	48 "
Talpey, Miss M. A.....	Cape Neddick.....	430 "
Williams, Emma A.....	Kittery Point.....	9 "
Wentworth, Annie L.....	Kittery.....	44 "
Whitten, Annie M.....	Kennebunk.....	500 "
Weare, Miss P. P.....	Cape Neddick.....	
Wentworth, Laura M.....	Kennebunk.....	
Wormwood, Ida E.....	Kennebunk.....	32 "
Wheelwright, Mary W.....	Alfred.....	200 "

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